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AUTHOR	Harrison, Laurie R.
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ABSTRACT

The document contains two major sections: a 210-page catalog of viable approaches to adult career planning and development, preceded by a 25-page manual designed to facilitate use of the catalog and also to assist in planning or improving adult career guidance programs. The manual provides guidelines to five major activities (determine local needs, review catalog approaches for ideas, develop implementation procedures, implement the program, and evaluate the program) which are discussed in detail. The catalog section contains detailed descriptions of career guidance programs for adults, which were selected after a national search. Programs are grouped into four main sections, treating programs for women, ethnic minorities, mid-career changes, and other target populations (rural residents, prisoners, handicapped, veterans, general adult audiences, and senior citizens and retired persons). The lengthy descriptions cover: program goals; program size and target population; year started; staffing; facilities, materials, and equipment; major features; and evaluation. (SA)

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CAREER GUIDANCE FOR ADULTS

Focus on Women and Ethnic Minorities

A PLANNING MANUAL and
CATALOG OF PROGRAMS

Laurie R. Harrison

with program descriptions by

Pamela G. Colby
William D. Harrison
Ellen P. Stewart

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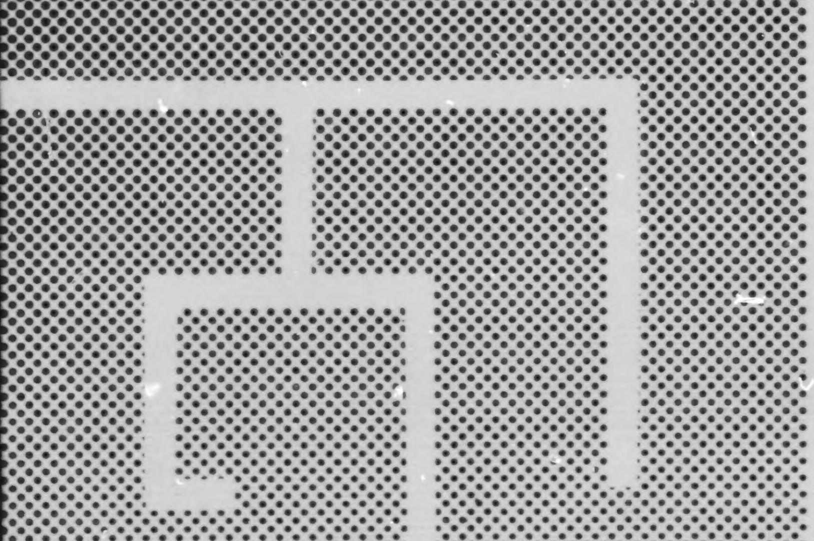
PREFACE

This document contains two major sections: a catalog (the second section) of viable approaches to adult career planning and development and a manual (preceding the catalog) which is designed to facilitate use of the catalog and help you plan programs for your own setting. The catalog contains descriptions of career guidance programs for adults. These programs were selected for inclusion after a national search. They are, in the judgment of the individuals who conducted the search, some of the most successful and viable approaches to career planning and development for adults in the nation. It is hoped that the descriptions of these programs will provide the stimulus for those of you working in the field of adult education, and particularly adult guidance and counseling, to improve or initiate such services in your own settings.

The catalog is organized into four main sections which treat programs for women, ethnic minorities, mid-career changers, and other target populations including prisoners, veterans, rural residents, senior citizens and the handicapped. These programs are also indexed by major program goal.

However, there is a long way between reading about someone else's program and establishing your own; thus, the manual. It provides some tools for helping you to "spruce up" or revamp your own program: to make it more responsive, innovative and hopefully successful. The manual contains some succinct guidelines for establishing adult career guidance programs. These guidelines consist of suggested activities to be followed in order to adopt or adapt approaches from the catalog.

A Planning Manual



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INTRODUCTION

Five major activities are recommended for improving or initiating an adult guidance program. They are:

Determine needs
Review cataloged approaches
Develop implementation procedures
Implement the program
Evaluate the program

These five topic areas will be described and discussed in some detail on the following pages. All of these activities can be conducted with varying degrees of effort. Developing a new program requires a great deal of time and energy. It requires your own personal commitment and a great deal of fortitude to deal with potential barriers such as lack of funds or staff resistance. You'll have to be flexible and realistic in dealing with the barriers and in establishing the program. The five major activities suggested in this manual are not meant to be cookbook prescriptions, but guidelines which will help your initial enthusiasm for program improvement to be translated into program success.

Five Planning Activities

DETERMINE NEEDS

In order to develop responsive, effective programs, guidance personnel must have clear and precise knowledge of the client needs which are to be met by such programs. You probably have some ideas of how you would like to improve your guidance program. But how do you find out if these ideas really reflect the needs and wants of the individuals served? Programs must be geared to the specific career planning and development needs and wants of the individuals who will be served by the program. Thus determining needs is a crucial starting point.

Performing Preliminary Tasks

Define "Career"

Before initiating a needs assessment some basic assumptions must be clarified. Primary among these is the definition which is given to the concept of career. By "career" do you mean a job for which one is paid, or does the term take on a broader meaning? For example, when you assess the career needs of individuals will you be interested in needs related to personal growth and development which may not be directly job related, or will you only want to know about needs which directly relate to job skills? It is essential that you define the scope of the term career before initiating programs in career planning and development.

Constraints and Resources

Another activity which must precede actual needs assessment is to consider the overall constraints which are present in the system within which you are working. An essential factor here relates to funds. Is the program which you are revising or initiating to be carried out within an existing budget, or will new supplemental funds be applied for? If the latter is the case, then you must determine from whom funds will be sought and begin to make a case for them--a process which may involve proposal writing. Similarly, it is wise to take stock of what you do have available. What resources do you have at your disposal? These can include staff, materials, equipment, and individuals in the community.

Advisory Panels

To help you in these and subsequent steps, it may be wise to form an advisory panel which will help guide and direct the program. An advisory panel made up of many different types of individuals can insure that the program developers will be exposed to divergent points of view, and that important considerations are not overlooked. If the program will seek to serve groups of individuals not traditionally reached by your guidance program, then an advisory panel which contains members from such groups may provide very useful suggestions for how best to reach and address these clients.

Define the Target Population

Perhaps the foremost task which must precede the actual assessment of needs is to define the target population which will be served by the new or revised program. Whom do you hope to serve through the program? If you are attempting to serve all individuals over the age of 18 in your area, your program will be designed somewhat differently than if you want to serve adults living in a specific geographic region of your area. Similarly a program designed to serve the specific needs of female adults probably will be different from a program designed to meet the needs of a particular ethnic group. Thus it is essential to be precise about the individuals you hope will benefit from the program.

With these preliminary considerations attended to, you will be ready to plan for the actual assessment of the needs of the designated target population.

Conducting a Needs Assessment

You will first need to decide on the specific individuals from whom you will want to collect data--a determination more specific than defining the general target population. Since it is unlikely that you will be able to collect data from all individuals in the target pouplation, a method for sampling

Sampling

within it must be devised. You will definitely want to obtain information from a sample of individuals within the target population, but there may also be other groups of individuals who could provide you with valuable information. For example, you may want to collect information on the needs of your target group as perceived by experts in related fields or other guidance personnel. In terms of the percentage of individuals in any given group that you will obtain data from, a ten to twenty percent random sample is generally advisable.

Contacting the Sample

Secondly, you will need to determine the manner in which you will contact the sample. This of course depends greatly on the definition of your target population. For example, if you are using individuals who are already enrolled in some form of instruction, then contacting them at some point during class is probably the most feasible approach. However if you are working with adults in a specific neighborhood or the community at large you will frequently have to go out into the community and contact them in their homes, or use some type of phone survey. In order to do this, a very careful sampling plan must be developed. That is, precisely what homes will you contact, and how can you insure randomization? This is one of the most difficult factors in assessing the needs of adult populations. They are rarely a "captive" audience as are full time students, and methodological guidelines for reaching a sample of these adults have not been developed extensively or standardized.

Assessment Instruments

In addition, the assessment instrument must be selected or developed. Unfortunately there are few commercially available needs assessment techniques for use with adults, and instruments must frequently be developed. These instruments must be designed so that they provide useful information. The quality of your information depends on the quality of your questionnaire, and you may want to do some preliminary research concerning the types of questions you will ask and the manner in which to ask them. A debate frequently develops here over whether the instrument should contain open or closed items. Some individuals fear that data from questions with multiple choice responses or that require some type of ranking of provided options will only reflect the categories developed by the researchers. Other individuals feel that if responses are collected in an open-ended manner, they will not be quantifiable and will be subject to even greater bias as anecdotal responses are edited and categorized. It is recommended that survey instruments which are developed reflect a balance between these two poles, and that open as well as closed items be included.

In assessing needs it is also important to assess the level of commitment which individuals have to resolving those needs. Unless there is a fair degree of commitment individuals will not make use of the program. Therefore you will want to identify needs which are important to your target population and which they are also anxious to resolve.

Finally, the administration of the assessment instrument must also be carefully planned. If data are to be collected by more than one individual, these individuals must be trained to collect the information in the same manner so that it will be comparable.

Summary

In summary, the following are all needs assessment tasks:

1. Define the term career and any other concepts crucial to the project.
2. Consider system constraints.
3. Form an advisory panel if desirable.
4. Define the target population.
5. Establish a sampling plan.
6. Establish how you will contact individuals from whom you will collect data.
7. Select or develop the assessment instrument and plan its administration.

It must be pointed out that an extensive needs assessment can be an expensive venture. A less in-depth needs assessment may be sufficient if your agency has already received many requests for a specific type of program. However, the importance of directing programs to the specific needs of clients cannot be overemphasized and money spent on needs assessment in the planning phase is much less costly than implementing programs on a trial and error basis.

For more in-depth information on needs assessment and for specific examples of survey instruments, the following three references may be consulted:

References

1) Dayton, Charles. Module 3: Assessing Desired Outcomes. Palo Alto, California: American Institutes for Research, 1975.
2) Moriarty, Pia. Meadowfair Career Needs Assessment Survey. San Jose, California: San Jose Unified School District, 1975.
3) Economic and Social Opportunities, Inc. Career Development Needs of Women. San Jose, California: Economic and Social Opportunities, 1975.

To provide you with a better picture of this process, two brief examples follow. More in-depth information on these two examples are found in the second and third recommended references.

EXAMPLE #1

Needs Assessment of an Ethnic Minority Population

The initial determination of a target population in this example was that of the Mexican-Americans in the San Jose metropolitan area. Since Mexican-Americans in the area tended to live in specific neighborhoods, it was decided that one of these neighborhoods would be selected as the target area. A number of criteria were used to select the specific neighborhood including: high percentage of ethnic minority population, low income, high unemployment, and a lack of local resources for career guidance services. Using these criteria and information collected during the most recent census, a particular census tract neighborhood was identified and adults living within that neighborhood became the target population.

Approximately 2,000 households made up the census tract; it was decided that interviews would be conducted at ten percent of the houses, and that data would be obtained from one adult in each home. In order to insure that adults from every corner of the tract were interviewed, the tract was divided into five separate areas. It was also decided that in order to get a good cross section of adults in the neighborhood, half of the interviews would be conducted in the evenings and on weekends and the other half on week days. This procedure insured that individuals working from eight to five would also be included in the sample. The blocks in each of the five areas within the census tract were numbered and interviewers determined the block at which they would begin interviewing by using a table of random numbers. Specific instructions were then provided for interviewing at every tenth house. If no one was home, interviewers made two call backs.

The instrument that was developed in this survey contained both open-ended questions and items in which respondents could select and rank provided needs statements. Possible career development needs were generated in four areas and typed on cards. The four areas were: needs to learn something, personal support needs, community or agency assistance needs, and specific employment-related needs. The cards were presented one group at a time. Before the interviewer presented any of the cards, s/he described the need area and asked the respondent to indicate any needs s/he had in that area. These were noted and then the cards were presented from which the respondent could select a first and second prority need or indicate that none of the need statements on the cards were appropriate. Prior to actually going into the community, the interviewers received several hours of training and pilot tested the procedures with a small group of community representatives. All interviewers were fluent in both English and Spanish.

EXAMPLE #2

Needs Assessment of a Female Population

In this example, the target population was defined more broadly as women in the community. Without the more narrow focus of a neighborhood as in Example #1, different sampling procedures had to be developed. Five school districts comprised the region involved. It was decided that a sample of women in all of these districts and in the different geographic areas within these districts should be interviewed. The procedures for determining the sample were briefly as follows: First, demographic data were obtained for every census tract located within the five school districts and a demographic profile for each tract was developed. The demographic data which were included in the profile consisted of: total population aged 18-44 years; total Spanish-speaking population; total population widowed, divorced, or separated; total households with a female head; total population of employed females; and total households below the poverty level. The data from each of the census tracts within a district were combined to form a district demographic profile. Then the four or five census tracts within a district for which the individual profiles most closely paralleled the combined district profile were selected as sample areas.

Women to be interviewed within each census tract were selected by means of the "random walk method" in which each block in a tract was numbered and a starting block was chosen by using a table of random numbers. Beginning at the southwest corner, directions were also chosen by using a table of random numbers. Surveyors were instructed to interview any woman, eighteen years or older, at every tenth house and to make one call back if there was no occupant response. Surveyors were also instructed to visit the same census tract at different times of the day (morning, afternoon, evening) and on weekends as well as weekdays.

The instrument developed here obtained a great deal of demographic information and contained fewer open-ended responses than the instrument used in Example #1. The six interviewers received approximately six hours of training in interviewing techniques. In administering the questionnaire, they were instructed to note the response of the person being interviewed and not to make a personal judgment on any question.

Summarizing and Analyzing the Data and Developing Program Goals

Summarize and Analyze the Data

It may seem that after collecting all this information on what your target population needs and wants you must be done. However, what you have at this point is a collection of raw data; what you must do now is translate that information into meaningful terms. The first step in this process is summarizing the data. If you are using a computer to help you with this task, it's time to call up the keypunch operator and transfer the data to computer cards; the alternative is the relatively tedious task of hand tabulation. The next step is to analyze this data. What needs are indicated by the greatest number of indivduals? Are certain needs more important to various subgroups within target populations? How committed to resolving the top priority needs are members of the target population?

Reconsider Constraints and Resources

Before you make a commitment to begin addressing the top priority needs, you should take some time to examine the capabilities of your organization or agency in light of those needs. The system constraints and resources which you began to consider earlier come into play here. You may also want to gather information on what is being done to meet those needs within the community but not necessarily through your agency. It is possible that adequate services already exist or are being developed to meet those needs and your target population need only be directed to those services.

The goals that you select for your program must be based on the needs expressed by the target population with an understanding of what is possible for your organization. In all probability you will not be able to establish a program which will completely resolve every top need. You will, however, want to do the very best that you can. For example, if the top need is that individuals in the target population want full time jobs, your organization is probably not in a position to guarantee that. You can commit yourself to preparing the individuals for jobs and identifying real possibilities in the community.

Specifying Goals

You are now to the point where you can state the goals for your new or revised program based on an assessment of client needs and system constraints. Program goals are not the activities one conducts in a career guidance program, nor even the specific, concrete objectives one uses as a measure of progress and program effectiveness. Rather, goals are the global statements of outcomes around which the program is structured. They should define a broad area of concern which can later be broken down into attainable, measurable objectives. Following are four examples of possible program goals:

Goals for the Program

To learn techniques for finding out about one's interests, aptitudes, and values.

To develop skills in gathering information on career alternatives.

To develop skills in making career decisions and to formulate and implement plans.

To develop more positive attitudes toward career planning and work.

With your program goals in mind it is now time to access the catalog of adult career guidance programs.

REVIEW CATALOG APPROACHES

The catalog contained in the second part of this document is a unique source of information on current approaches to adult career guidance. It provides an overview of a great many approaches and gives succinct, parallel information on all programs described within it.

A clear advantage in using the catalog as a source for ideas is that all the programs presented in it have been in existence for at least a year and have evidence of their effectiveness. The cataloged programs have already been shown to be effective, viable approaches to the career planning and development for adults.

Organization of the Catalog

Each program description contains information on the following topics: Program Goals; Program Size and Target Population; Year Started; Staff; Facilities, Materials, Equipment; Major Features; and Evaluation. The catalog is divided into four sections, each representing a different type of target population, as follows:

Cataloged Target Populations

Women

Ethnic Minorities

Mid Career Changers

Other Target Populations: Rural Residents, Prisoners, Handicapped, Veterans, General Adult Audience, Senior Citizens and Retired Persons.

Obviously, these categories are not completely discrete and many programs could be classified in more than one category. Often the programs for Women could be categorized as programs for Mid Career Changers. However, the programs which are presented in the Mid Career Changers section have been designed for men and women, while programs in the Women's section have been designed specifically for women. In order to be categorized as a program for Ethnic Minorities, at least half of the program participants had to be ethnic minorities. For each program, a primary categorization has been made, but at the back of each section you will find a list of programs categorized elsewhere which also address the target population in question, Within each section, the programs are organized alphabetically by state and city within state.

Organized Alphabetically by State and City

All cataloged programs have also been indexed according to their program goals. In conducting the search, it was found that the programs focused on goals which could be grouped into eight different categories. These eight goal areas are described below. Some programs used slightly different wording to indicate their goals but for the purposes of indexing, the following categories are used:

Programs Indexed by Goals

1. Personal growth. These programs focus on the personal characteristics of the participants; most particularly their strengths and values, and endeavor to help participants to reach their full potential.

2. Entry or reentry into educational institutions. These programs help individuals to consider the adjustments in their lives which schooling might require. They frequently offer refresher classes or teach classes in a supportive environment so that participants' confidence will grow.

Program Goal Areas

3. Entry or reentry into the job market. These programs help individuals consider the consequences of working and provide much job cluster and occupational information.

4. Job getting and job maintenance skills. The focus of programs with this goal is resume writing, completing applications, and learning interviewing techniques (i.e. job getting) and on developing good work habits and attitudes (i.e., job maintenance).

5. Career decision making. Programs with this as a goal help the participant acquire actual decision making skills which apply to all areas of life and particularly to a vocational choice. They often have career exploration and awareness components.

6. Vocational skill training. These programs provide actual training for various occupations. However, the survey excluded programs which gave skill training only. In order to be included, a skill training program must also have had a component which helped an individual select the most suitable training area or which helped her/him develop job getting and maintenance skills.

7. Survival skills. These programs teach money management and budgeting, income tax filing, health care, nutritio legal rights, use of community agencies and resources, and other similar skills which help an individual cope with or survive in society.

8. Flexible Career/Schooling. This goal area includes programs in which the traditional structure of an organization or institution is changed or reorganized to facilitate adults' career development.

The index at the back of the catalog provides a listing of every program which addresses each of these eight goals.

Using the Catalog

Adapt/Adopt/Ideas

Your purpose in using the catalog need not be to identify a program to adopt in its entirety. You may be looking for a program which can be adapted to your particular setting. In this sense, you may want to select and combine elements from several different programs. You can also use the catalog purely as a source of ideas: you may want to do your own program development from "whole cloth," using the catalog to obtain a few useful hints or directions.

Access the Catalog by Target Population or Program Goal

In order to identify a cataloged program which might be useful to you, the first step is to match your specified target population with those in the catalog, and to read through the program indexed under those target populations, especially those programs related to your group's goals. If your target population does not parallel any of those in the catalog, you can access the catalog through the program goals. To do this match your program goals with one or more of the eight main goals used in the catalog and refer to the goal index at the back of the catalog. You can then examine the programs which are designed for varying target populations but which address similar goals. The ideal is to find a program which has been designed for a target population similar to yours and which focuses on similar goals. However, you may want to skim through the entire catalog and simply use it as a stimulus for ideas.

The program you implement in your setting in many ways will depend on what your budget constraints are. In order to calculate how much it might cost to implement one of the cataloged approaches, you must consider the personnel, time, facilities, materials, and equipment which are required and compare those calculations with what you currently have available. You need to analyze how many staff members are required to implement the approach and what kind of physical facilities are necessary. You will need to answer questions such as the following:

Calculating Costs

1. Do staff members need to be involved with the program on a full-time basis or can they be employed part-time?
2. Must credentialed staff be used or are paraprofessionals appropriate?
3. In terms of the facilities, how much space is required; can it be shared with other activities/organizations?
4. Will new equipment or materials have to be purchased or developed?
5. If materials are to be developed, how much staff time will be required?

If these questions are answered for the programs which you are considering adopting, adapting, or developing, comparisons across these programs can be made to determine which programs are financially feasible for your setting.

Another point to consider is that when we think of change, we often only think of adding new services or components. However, it may be wise to replace what is currently being done with something of higher priority. This may require a different utilization of resources and staff--but not necessarily more of either--and the costs of the replacement program are thus kept within the existing budget.

Addition vs. Replacement

If you are really attracted by a program in the catalog or particular aspects of a program and feel that it would meet the needs of your target population and your agency, you will undoubtedly have to contact the program itself for more detailed information. The entries in the catalog are not designed to give you sufficient information to adopt any program without

Contact the Site

additional information. Even if you plan to make adaptations of one or more programs, contacting the original site is probably advisable.

DEVELOP IMPLEMENTATION PROCEDURES

A number of tasks are necessary to implement a program. They include:

1. Specify the program's behavioral objectives.
2. Identify program staff.
3. Arrange for the facilities and equipment.
4. Order or develop the program materials.
5. Develop a process evaluation checklist.
6. Determine the method(s) for contacting the potential program participants.

Specifying Objectives

You already have the goals of your program--they were derived directly from the needs assessment data--but the goals are stated in broad general terms and it is difficult to know when a person has reached them. Now, for those goals, you should write objectives which are narrower in scope and more specific. The objectives should be stated in a way that is measurable and quantifiable and will therefore help you determine if the broad goals are being met. The most important step in writing performance objectives is coming up with the performance or outcome--that is, the behavior which will indicate to you that the client has attained the goal. In addition to identifying the specific behaviors, each objective should also specify the target group, the conditions under which the behavior will be measured, and specific criteria that can be used to assess acceptable performance. For the program goals which were listed earlier, some example objectives are presented below:

The participant will be able to:

List three methods s/he can use to identify personal interests, aptitudes, and desired characteristics of a job.

Given a question relating to careers, s/he will state a source of information for answering the question, including who, what, and/or where.

Name three jobs s/he would like to do that match her/his interest and abilities. Participant should be able to state her/his rationale.

Develop a plan to gather information on a specific job. The plan will include three or more sources and will include who, what, and/or where for each source.

List and explain two personal supports and two barriers for pursuing a selected career goal (which may include health, financial, or other problems).

Carry out the actions for one alternative or be able to return to an earlier state of the career decision making process. Document or describe the action s/he took to the satisfaction of the program coordinator.

Staffing

Identifying staff won't be difficult if you are using existing personnel; however, it may be necessary to recruit additional personnel. If so, you will want to pay particular attention to the characteristics of your target population and identify staff who have demonstrated competence in being able to work with and relate to individuals in the target population. In addition, you will want to identify other tasks needed to implement your program. Then you will be able to select staff members who have the ability and interest for those tasks.

Facilities

Arranging for facilities and equipment and ordering materials may seem perfunctory but they can often involve an incredible amount of time and should be initiated very early. Your program may make use of existing facilities or new facilities including community locations and relocatable or mobile units. The important thing is that the facilities be such that they do not hinder the achievement of the program's objectives. Considerations such as appropriate light, seating, available restrooms, etc. are all important. For a complete discussion of facilities and their uses, see

Reference

> Gill, William B. and Lube, Ann W. Facilities Handbook for Career Education. Santa Monica, California: Systems Development Corporation, 1975.

If materials are to be developed, this too will take considerable time. It is advisable to have the program staff involved in this process since they will be responsible for using and implementing those materials and their input can greatly facilitate the program. The design of the materials should reflect the program's performance objectives.

Process Evaluation Checklist

The activities and services which your program will provide should be carefully designed and planned before clients are actually exposed to it. However, the best made plans often go astray. If the program does not successfully meet the needs of the clients, the fault may not lie in the program itself, but rather in the implementation of it. One strategy which will help you ascertain if this is the case is to develop a Process Evaluation Checklist. Such a checklist ennumerates all the activities and tasks which must be accomplished for successful implementation of the program. This list can be developed before the actual implementation. Then as the program is implemented, the planned tasks can be checked off as they occur. The checklist can serve as a reminder of when tasks should be performed and if tasks are not performed, some explanation can be given for the factors preventing it. This kind of data may be extremely valuable in revising the program. A process evaluation is also valuable if the program is to be implemented in more than one setting and by different individuals. It allows you to monitor the implementation across these sites and if the successes of the sites vary, to determine whether or not this is attributable to the implementation procedures.

Contact Strategies

With the above tasks complete, you will be ready to contact the potential clients. The manner in which clients are contacted can be critical; be careful to select the most appropriate approach. This will vary depending on the nature of your program and its target population. The following is a listing of strategies which may be useful:

1. Work through existing communications systems. If your organization sends publications to individual homes, an announcement of the new service can be made in this publication.

2. Cooperate with other agencies. If these agencies already have the participation of some of the members of your designated target group, they can be very helpful in reaching potential clients. You can print notices in their mailings and make announcements at their gatherings and meetings.

3. Brochures. These can be posted at schools, libraries, community centers, and other agencies. Brochures can also be made available at public events and locations. For example, a table can be set up at a local shopping center or a fair and the brochures distributed to interested individuals. Or they can be sent home with school children if permission is obtained from school authorities. It is worth the time to make the brochures attractive since they may be your only opportunity to attract clients. The brochure must also be very clear as to the purpose and probable outcomes of the program.

4. Mailed announcements. This strategy provides a more personal touch but may be somewhat expensive unless the target population is relatively small. Its success hinges on an up-to-date and complete mailing list.

Contact Strategies (continued)

5. Newspaper announcement of the program. Announcements can be made in local community newspapers and particularly in papers which have a more limited circulation but are more likely to reach the homes of members of your target population.

6. Radio or television announcements. The production costs of such announcements might be prohibitive but airing them is often done as a public service by radio and television stations. Simple public service announcements are also often made by these stations.

7. Door-to-door canvassing. This strategy is advisable only when you are working in a specific neighborhood or with a small, identifiable target population. It does provide a personal touch and proves most useful in contacting a hard-to-reach target group. It is quite expensive in terms of staff/personnel time.

A reference which might be useful to consult as you plan the methods by which you will contact clients is:

Reference

Education Development Center, Attracting Clients to Service-Oriented Programs. Newton, Massachusetts: Education Development Center, 1975.

Having worked through the above activities, you should be ready for the actual implementation of your program.

IMPLEMENT THE PROGRAM

The task of implementation sounds very straight forward--simply do what you planned to do. Your careful planning prior to implementation now pays off. The Process Evaluation Checklist described in the preceding section can be the reminder for when tasks should be performed. However, rarely do things go exactly as anticipated; there are innumerable road blocks to successful implementation. Two major ones, and possible strategies for dealing with them, follow.

Roadblock #1: Low participant response

Dealing with Low Response

What if no one comes? Because your program has been based on a careful analysis of client needs, the problem should not be that no one is interested. More probably, the problem lies in the extent to which the program was communicated to potential recipients. One possible remedy to low response lies in a more careful examination of the techniques used to contact participants. Just as different groups of individuals have different needs, so do they have different ways of responding to communications. A communication technique which may be appropriate for middle and upper class women may be totally inappropriate for low income ethnic minorities. The most difficult groups to reach are often the low income, minority groups. To them, your agency may represent something very foreign or a power structure from which they feel alienated. In order to reach these individuals, the strategy of working through existing, familiar organizations is probably the wisest. If your intended target population is likely to be a population of poor readers, then obviously written communication is not appropriate. If time allows, you may try several approaches. Start with your best guess; if you don't get a response, try another. It is difficult to prescribe specific strategies here; the best guideline is to match the communication strategy to the target population as closely as possible.

Roadblock #2: High Attrition

This is a formidable and common problem for adult programs. An adult population is very different from the "captive" student population. An adult is used to planning her/his own time and making decisions about what s/he will and will not do. Adults also have many responsibilities and whenever outside responsibilities become too great, or commitment to the program becomes low, the adult will drop out. Since s/he is probably not receiving credit or tangible remuneration for participating in the program, reasons for attending must be internal and s/he must feel that the program is of personal benefit. This is another reason why needs assessment is important. Programs designed to meet the specific needs of the target population will be of value to many individuals from the population, and if the program has personal value, clients will be more likely to make use of it. Thus one strategy for reducing attrition is to always keep the needs of the clients in mind, both in designing the program and in implementing it. One way to be responsive to individual needs in the implementation process is to remain flexible. The adults may want to progress at a pace different from the one originally planned, or they may want to discuss some other issues before getting down to program content. Flexibly adjusting to these needs can help reduce participant attrition.

Dealing with Attrition

EVALUATE THE PROGRAM

The evaluation of a program is not something you begin thinking about after the program has been implemented. It should be incorporated very early in the program planning and development process. Ideally the evaluation plan is considered after the goals of the program are established but before any actual development or implementation has begun.

Generally, the purpose of evaluation is to provide information so that decisions can be made regarding the impact of the program. For many decision makers, the most important question is: Did the program do what it intended? In other words, did it meet its stated objectives? More specifically, program evaluation often seeks answers to four broad questions:

Evaluation Questions

1. Was the program implemented as intended?
2. How did the program staff and consumers react to (feel about) the program?
3. Is significant growth experienced by those persons who receive the intervention program?
4. Is that amount of growth significantly greater than that made over the same time period by a similar group of persons who did not receive the program?

The answers to these questions will not only enable you to make decisions about whether or not to keep implementing the whole program, but individual parts of it.

Process Evaluation Checklist

The first question can be answered by using a predetermined checklist summarizing all the steps and milestones by which the program will be implemented. This checklist can be the Process Evaluation Checklist referred to in the preceding section.

Reaction Forms

A good way to answer the second question above is to administer reaction surveys which collect staff and participants' opinions and attitudes after the program has been implemented. On this form it is also a good idea to ask the concerned individuals if there were any unexpected or side effects of the program.

Pre-, Post- and Follow-up Designs

To answer the third question, pre-program and post-program measures can be administered to all participants. The instrument used for this assessment should be specifically based on the behavioral objectives around which the program is designed. Another strategy for obtaining information to answer this question is to follow up participants at a specified time after the completion of the program. This will provide information on whether participants are able to carry through with and use the skills they acquired during the program, and implement the plans they made.

Control Groups

The fourth question is often a difficult one to answer. In order to obtain information related to it, a control group is necessary--that is, a group of individuals who are similar to the actual participants and are willing to be tested, but who do not engage in program activities. In a community service program, which most adult counseling programs are, it is very difficult to refuse service to a willing group of individuals and ask they to take the pre- and post-measures only. One strategy for avoiding this problem is to offer two different sessions of the program. On a random basis participants can be assigned to either the first session which would begin immediately, or the second session which would begin at some later time after the first session participants have worked through the program. Individuals assigned to the second session can be asked to take the pre- and post-test measures along with participants in the first session. The experimental design can be depicted as follows:

Example Design

EXAMPLE TIMES

	Late July	Early Aug.	Early Sept.	Mid-Sept.	Mid-Oct.	Mid-Nov.
Participant Group #1	pre-test	Session #1	post-test		Follow-up	
Participant Group #2	pre-test		post-test	Session #2	post-test	Follow-up

By using a design of this type, no individuals are denied access to the program. It has some research limitations but can help you resolve the problem if you are under pressure not to postpone services for part of your target population.

Assessment Instruments

To measure participant changes it may be possible to use some existing standardized tests, but most of the tests developed to measure career development and attitudes toward careers have not been developed for, nor used extensively with adult populations. Thus you may find yourself in the position of having to develop assessment instruments. This is a difficult task. It may be wise to consult an expert in evaluation to develop instruments which are precisely tailored to your program's goals and objectives.

Evaluation is a necessary component of career planning and development programs. It enables you to determine whether or not you are achieving your program's objectives and what parts of your program can be changed to meet more effectively the participants' needs. Evaluation can also be a very complex and involved process and this very brief discussion provides only a very basic framework. Much has been written on the topic, and it is recommended that you consult other resources on the topic of evaluation. Two particularly good, relatively succinct, documents are listed below:

References

1. Development Associates. A Handbook for the Evaluation of Career Education Programs. Washington, D.C.: Development Associates, August, 1974.
2. Wolman, Jean. Module 11: Conducting Summative Evaluations. Palo Alto, California: American Institutes for Research, 1975.

A FINAL WORD

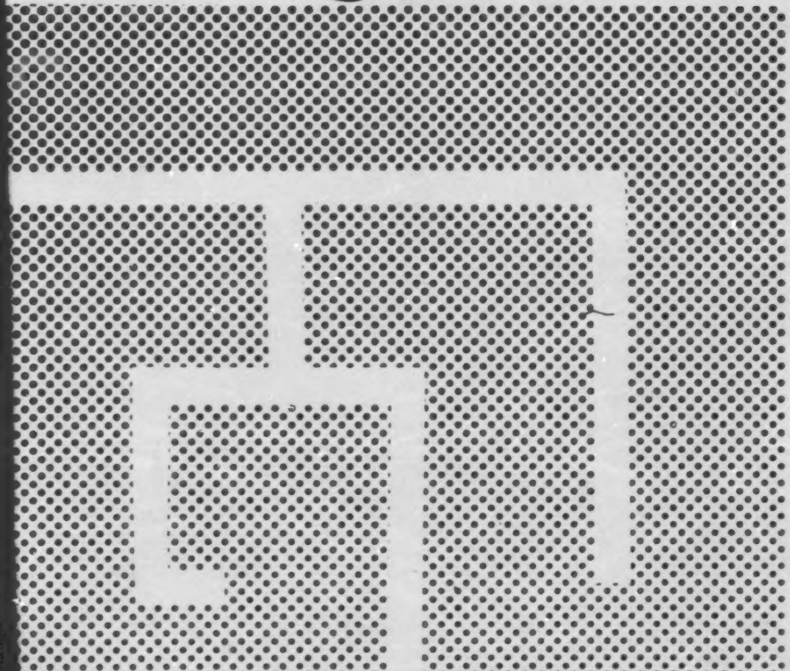
This planning manual is intended to be a brief overview of a recommended program planning process, and as a document to facilitate the use of the catalog which follows. The five major activities which are recommended have been presented in very brief form. However, it is hoped that they can serve as a guide for your own program development.

The Planning Manual

It is also hoped that the catalog which follows will help you in developing programs--whether you choose to adopt a program from the catalog, adapt it to your own setting, or simply use the catalog as a source of information and ideas. The programs in the catalog represent some of the best efforts to provide career guidance to adults. The catalog is a unique source of information on programs which have been shown to be effective, viable approaches to career guidance for adults.

The Catalog of Programs

A Catalog Of Programs



2

Programs for Women

Women's Re-entry Educational Program
De Anza Community College
21250 Stevens Creek Blvd.
Cupertino, California 95014

PROGRAM GOALS

Flexible careers/schooling; Entry or re-entry into educational institutions; Personal growth.

PROGRAM SIZE AND TARGET POPULATION

The program serves approximately 300 women per year. Approximately 50% are white, with the remainder from a variety of other ethnic groups. They are drawn from all income levels, although approximately half are low income and/or on welfare. Most are from urban areas or small towns. Approximately half are married; most of the others are separated, divorced, or widowed, very often with children.

The program was designed to introduce women of limited educational background to a college environment, to get women whose education has been interrupted back into school, and to build their general academic knowledge and skills. Women learn about the program through newspaper articles, program bulletins, college catalogs, and by word of mouth.

YEAR STARTED

The Women's Re-entry Educational Program (WREP) was started by De Anza Community College during the summer of 1970. It is funded primarily by the Title I, Higher Education Act of 1965, Subpart A of Part 173, Financial Assistance for Community Service and Continuing Education Programs. The WREP Child Development Center receives one-quarter funding from state and federal sources, and three-quarters from district tax overrides.

STAFF

Overall administration of the program is handled by one Director, who is responsible for coordinating all of the services offered. The Child Development Center (CDC) has its own Administrator, and there are eight teachers on the staff of the CDC who are responsible for working with preschool children and their parent-participants in WREP. A variety of regular De Anza College faculty members provide instruction to WREP participants in basic education as well as introductory and higher level college courses; and former WREP students and others provide tutoring on an individual basis as needed. Instructors are selected for their ability to work well with women and non-traditional students. A Social Services Coordinator and two paraprofessionals assist parents who may be having problems with the campus bureaucracy or the welfare department, refer them to local agencies for any needed assistance (e.g., family counseling, financial aid, drug help), and schedule health screening and other services for the children at the CDC.

Two counselors are responsible for providing both individual and group counseling and guidance related to the women's educational, personal, career, vocational, and parenting needs. In addition, a psychologist is available one day a week to work with mothers and their children as needed.

FACILITIES, MATERIALS, EQUIPMENT

Course instruction and counseling take place on the De Anza campus. The CDC is located in a church near the campus and is equipped to accommodate up to 60 children. Instructional materials used in WREP include general education materials as well as regular college texts and teacher-prepared handouts.

MAJOR FEATURES

The major goal of WREP is to provide a flexible, accessible, and realistic program for educationally disadvantaged women which helps them determine their goals (both short- and long-range), get their education, and plan a course of action. In achieving this goal, WREP attempts to provide the women with the various kinds of support they may need to succeed.

The program is based on a one-year curriculum plan. WREP participants do not have to take a college entrance exam or be a high school graduate, if they are over 18. Each quarter, WREP has an orientation session for incoming students to familiarize them with the program, the campus, and classes. The new students register as a group and take all of their classes together, with only other WREP students as classmates. After the first quarter, they may start taking classes outside the "block" at their own rate. Courses offered through WREP are part of the regular campus curriculum, and all are useful for general education requirements toward an Associate of Arts degree; most are also transferable to four-year colleges and universities as requirements or elective units. Courses include sociology, psychology, English, health, political science, biology, and math.

The Child Development Center makes it possible for women with children between the ages of two and a half and five to participate in WREP. The goal of the CDC is to educate the child while the mother is in her classes; the curriculum method used is a blend of Montessori and enrichment activities, within the framework of a sharing/caring educational philosphy. WREP students may take a series of Developmental Parent Education classes in conjunction with their children's enrollment at the CDC. The courses are geared to help parents learn about their children's learning processes, how to select and construct learning materials, and how to select a good school for their children when they are ready for kindergarten or first grade. Parents are incorporated into the CDC classroom activities as active participants in the learning environment.

Class hours for WREP and CDC are 9:30 am to 2 pm Monday through Friday. This is intended to allow women time for homemaking and other responsibilities. Individual and group counseling sessions are scheduled as needed, as are tutoring sessions and the use of the Social Services component of the program. Financial aid for help with tuition and other costs is available to those who are eligible.

EVALUATION

The program has been evaluated favorably by a national evaluation team on community service educational programs from the National Title I Advisory Committee. There are also many individual women whose stories of increased personal fulfillment attest to the success of the program.

Career Planning Center, Inc.
1623 S. La Cienega Blvd.
Los Angeles, California 90035

PROGRAM GOALS Entry or reentry into the job market; Job getting and job maintenance skills; Career Decision making (and occupational goal selection); Flexible Career/Schooling.

PROGRAM SIZE AND TARGET POPULATION The Center serves approximately 4,000 people per year, 98% women. Approximately 75% of the participants are white, 15% black, 18% Spanish-speaking, and 2% from other ethnic groups. They are drawn from the greater Los Angeles area and most are from middle or low income levels.

The Center aims to serve women of all ages who are having difficulty finding jobs or deciding what type of work they want to do. Potential participants learn about the Center through publicity in the local news media, program brochures, or word of mouth.

YEAR STARTED The Center was started in 1972 and is sponsored by the Beverly Hills/Century City Soroptimist Club as a nonprofit, tax-exempt community service.

STAFF Overall administration of the Center is the responsibility of an Executive Director. She is assisted by an Associate Director and a Director of Marketing and Public Relations. All three women participate in the design, planning, implementation, and subsequent evaluation of the Center's programs and services. Six credentialed teachers on the Center's staff are responsible for leading Career Planning Seminars developed for women by the Center's Executive Director. Women from many professions, businesses, and industries take part in Center programs as consultants or speakers. There are also 33 volunteers who perform a variety of functions in the following areas: office staffing, interviewing and counseling, typing, job placement, vocational library development, public relations, writing, speaking, and seminar leading. In addition, each CETA program has its own staff. All of the Center's staff must have a knowledge of the labor market and an understanding of the career-related and other concerns of adult women.

FACILITIES, MATERIALS, EQUIPMENT Most of the Center's services are offered in its own facilities in Los Angeles. The annual Women's Employment Options Conference and other large-scale programs are held in various community facilities. Career Planning Seminars are held on an outreach basis at secondary schools, colleges and universities, and other organizations throughout California. Materials used by the Center include a workbook developed for the Career Planning Seminar and available for purchase from the Center, interest and aptitude tests, and a library of job market information and data on educational requirements and other information related to occupational choice.

MAJOR FEATURES The goal of the Center is to help women of all ages, backgrounds, and skills develop their full potential through an understanding of the employment market, their personal talents, and their personal goals. The Center offers a variety of programs and services designed to help women define their personal and work goals, explore available career options, plan new career programs, and find jobs. It is open Monday through Friday from 10 a.m. to 4 p.m. and Thursday evenings from 6:30-9:00 p.m. Women may call or drop in at any time during those hours. A free orientation to the Center and its services takes place at 11:00 a.m. and 1:00 p.m. every day. There are fees for participation in most of the seminars, conferences and workshops. Women may take part in as many of the Center's activities as they choose.

The Career Planning Seminars consist of 15-20 women and a teacher meeting once a week for two hours over a five-week period. The women are provided with techniques for self-evaluation and methods for converging their present experience and skills into marketable options. They are also provided with data on occupational choices, salary realities, and educational and employer requirements. Lectures, role-playing, audio-visual materials, the seminar workbook, industry materials, group discussions, and home assignments are all used in the seminar.

For women who know what their skills are but are having trouble finding the right job, the Center offers job search strategy workshops designed to help women use existing employment aids more effectively. Individual testing and consultation are also available, in which the woman is helped to explore her abilities, interests, and job goals and to develop a comprehensive job search strategy. The Center maintains a library of job market information and provides referrals to employers interested in hiring and promoting women in both full- and part-time jobs. Center staff provide assistance to women who need help in writing a resumé, and there are opportunities for women to practice video-taped simulated job interviews. The Center also attempts to help women parolees find jobs by arranging job interviews for female prisoners out on pass.

Each year the Center holds a Women's Employment Options Conference designed to give employers and qualified women the chance to meet and learn more about each other. The employers present their projected staffing needs, and the women can talk with employment recruiters from a variety of companies. The conference also offers workshops for women on job related topics.

The Center also offers two CETA funded programs. The first is a work experience program where participants work four days a week in non-profit agencies, spending one day a week in a career planning workshop. The center pays them $2.50/hr, five days a week. The other is "Non-traditional Job Opportunities for Women" a series of monthly workshops whose purpose is to increase female participation in traditionally male jobs.

In addition to the career-planning services provided to its women clients, the Center offers a number of services to employers and educators. It offers a free job clearinghouse and talent bank of qualified women for employers who list their job openings with the Center, and will also provide employers with inservice training for women, e.g., seminars on management and decision-making. The Center's staff has presented Career Planning Seminars to students in junior high and high schools, community colleges, four-year colleges, and extension or community service classes all over California. Finally, the Center offers workshops strictly for educators, community service leaders, counselors and other professionals who assist women of all ages in making career decisions.

EVALUATION

All of the Center's services and programs are evaluated on an on-going basis, primarily by means of participant questionnaires and follow-up studies; new programs are developed in response to women's stated career planning needs. In 1974, the Center was commended for its services by a resolution of the Los Angeles City Council, and over 100 hires resulted from one of the Center's recent annual Women's Employment Options Conferences. The responses of women who have made use of the Center since its inception indicate that the Center is highly successful in meeting its stated objectives.

Women in Apprenticeship Program
256 Sutter Street, 5th Floor
San Francisco, California 94108

PROGRAM GOALS

Entry or reentry into the job market (helps women enter apprenticeship programs and other non-traditional forms of employment); Flexible Careers/Schooling.

PROGRAM SIZE AND TARGET POPULATION

The program is available to women in the San Francisco Bay Area. During the first year of operation, approximately 1200 women applied to the program. These women are generally of two types: some have experienced traditional women's work and reject it or are looking for a change of life style; others come from families involved in a particular trade and already have experience working with fathers, brothers, and other relatives. Approximately 70% of the women are white, 13% black, and 12% Spanish-speaking. They come from middle and low income backgrounds.

YEAR STARTED

The program was started in January of 1974. It operates under the umbrella of Advocates for Women, a nonprofit economic development corporation for women in the San Francisco Bay Area.

STAFF

The program is staffed by a full-time director, two recruiter/job developers, an office bookkeeper, and a tutor. These individuals are exclusively on the staff of the Women in Apprenticeship Program. The program also makes use of the services of a counselor who is on the staff of the parent organization, Advocates for Women. This counselor meets with groups of women who have approached Advocates for Women for help with their careers. The counselor refers those women interested in blue collar jobs to the Women in Apprenticeship Program.

The program director spends much of her time getting public support for the program. The director previously worked in several non-traditional jobs for women and, prior to her appointment, as a dispatcher in a union hall. The job developers work directly with applicants to place them, and the tutor prepares them for tests which are frequently required by apprenticeship jobs.

FACILITIES, MATERIALS, EQUIPMENT

The Women in Apprenticeship Program is housed in the same building occupied by its umbrella organization, Advocates for Women. The building is located in downtown San Francisco. Program materials are designed to help participants meet necessary requirements of apprenticeship jobs (for example, GED testing).

MAJOR FEATURES

The Women in Apprenticeship Program focuses on recruiting and placing women in apprenticeships and in jobs not traditionally held by women. The program engages in information-gathering and publicity to make women more aware of union opportunities and make unions more aware of women's growing interest in their fields of work. The program offers counseling, tutoring, and support services such as transportation and childcare so that women can make the long term commitment to apprenticeship and training.

Placing women in union apprenticeship or pre-apprenticeship training programs requires knowledge of the processes and informal rules which govern union hiring--tasks somewhat removed from those of traditional job development. The program deals primarily with craft trades which represent painters, electricians, sheet metal workers, plumbers, etc. Each trade has an apprenticeship committee and it is with these committees, separately, rather than local unions or employers that program staff must work. After considerable work, the program has been placed on the notifications list of various apprenticeship councils, and unions now notify the program when applications are being taken for union listings.

When women apply to the program, their first contact is with the pre-application counselor who meets with groups of women who have indicated an interest in apprenticeship jobs. The women are given information on apprenticeship jobs and their requirements. They are told it will be a long and tedious process and the program is not for women with immediate needs for a job. Apprenticeship jobs are usually very strenuous and women are also encouraged to begin a physical conditioning program. The women WAP sends to employers must be motivated, physically able, and committed to four years of apprenticeship.

Following the initial session, those women who are still interested begin a series of at least five meetings with one of the program's Recruiter/Job Developers. The Recruiter/Job Developer lets the women know what the situation in the job market is and what jobs are available. The Recruiter/Job Developer begins any necessary paper work and the woman begins work with the program tutor to prepare for the frequently required tests. The Recruiter/Job Developers also prepare women for their initial days on the job and arrange for child-care or transportation when needed. The staff stays in contact with union committees and may talk to individual employers who wish to hire women directly.

When a woman is placed on a job, WAP follows her up and supports her in whatever way possible. The participants are prepared for the fact that the real difficulties will begin once they are on the job. WAP does not want to hear minor complaints from the women they have placed, but if any serious difficulties or discrimination occurs, WAP backs and defends their women participants.

EVALUATION

Prior to the existence of the Women's Apprenticeship Program, there were two women in apprenticeship programs in the San Francisco Bay Area. The WAP has placed 30 women in such programs. The results the program has had to date are as follows:

	Number of Women
Placed in apprenticeships	30
Placed in pre-apprenticeship programs	28
Placed as journeypeople	8
Placed in on-the-job training	13
Placed in non-traditional jobs (bus drivers, telephone linemen, installers, etc.)	49

Self Management Institute
959-D Sixth Street
Santa Monica, California 90403

PROGRAM GOALS	Personal Growth; Vocational skill training (Management training for Women).
PROGRAM SIZE AND TARGET POPULATION	Each year approximately 1000 women participate in the workshops offered by the Self Management Institute. Seventy-nine percent of these women are white, 17% black, and 3% Spanish-speaking. All of them have middle or high family income levels. Participants are generally well-educated and presently employed at a first line supervisory job level or above. The majority are selected to attend by corporation personnel officials, although individual self-initiated enrollments are welcome. Workshop size is limited to 20 and corporations may not send more than two women to any one workshop unless then are totally unacquainted with each other.
YEAR STARTED	The Self Management Institute was started in 1970.
STAFF	All workshops sponsored by the Institute are led by practicing executives. The Institute does not keep a permanent staff of instructors, but contracts for their services for specific courses or workshops. Necessary qualifications for instructors are that they be able to relate well to, and understand, women as well as the male management environment.
STAFF	All workshops sponsored by the Institute are led by practicing female executives. Necessary qualifications are that they be able to relate well to, and understand, women as well as the male management environment.
FACILITIES, MATERIALS, EQUIPMENT	The workshops are held in the conference rooms of well-known and easily accessible hotels. Workshops are generally held monthly in whichever community location has the greatest number of requests from companies and individuals. All workshop exercises and tests have been prepared by the Institute. Workshop brochures point out that the materials are designed for and by women and not industrially or male oriented. Videotape equipment is used for group exercise feedback. In addition to the specific workshop exercises the Institute publishes a self-administered, ten-volume management development course for women.
MAJOR FEATURES	The workshops offered by the Self Management Institute focus on motivational and management development of women, as well as Male Awareness programs designed to fit the needs of the client. The courses' short range objective is to better the immediate performance of women in management at any level. The long range goal is to qualify more women for top management positions in industry and government. The major workshops which are offered are: Management

Development for Women, and Career Strategy Clinic. The workshops vary in length from three day-long sessions to eight 2 1/2-hour sessions. Fees for the workshops range from $75 to $200. If a woman has been sent by a corporation, that corporation usually pays the fee. The workshop fee also pays for the participant's lunches.

All workshops include at least one audience participation exercise for each hour of lecture, with some method for evaluating that exercise being provided. In addition all workshops present exercises which can be used later, on the job scene, and may be evaluated by the participant or her supervisor. Some of the workshops include homework assignments to bring in the next day. These normally require the participant to formulate a strategy or make a decision related to a hypothetical situation, and be prepared to present or defend it the following day.

Management Development for Women is an eight-session course. The eight topics which are treated are: New dimensions for management, Recognizing style of management, Utilizing the how-to-get-it-done tools, Developing profit making skills, Goal setting and time management, Developing skills in decision making (this session uses the Institute-developed "In-Basket" test), Financial aspects of management, and Relating to trade, community and society.

The Career Strategy Clinic includes four sessions. In Session I six alternative career directions are identified for each woman, of which one or two are selected for focus. Session II treats goal setting and time management to enable clients to move toward their area of focus. Communication as it relates to individual needs is treated in Session III. For some women this involves negotiation and written and verbal presentations. For others it covers resumes, letters of application, and job interviews. The final session deals with style and trends in management: how to get along with employers, clients, and associates; how to cope with obstacles and to make the most of opportunities. Session IV also examines contacts which should be developed to expand each woman's career plan.

Once a woman has participated in a workshop she is eligible to attend the Alumni workshop/luncheons which are held four times a year. The cost for these is $15.00 and they cover a contemporary subject often selected by the alumni. Through the alumni group, women build a sense of unity comparable to that of male executives.

EVALUATION

All workshops are evaluated by means of a participant questionnaire. Approximately 80% of the participants have rated the workshops as excellent to very good; very few have been dissatisfied. The corporations which send women employees to the Institute are also asked to rate the quality of the training in terms of employee achievement back on the job. Fifty percent rated the training as excellent, 35% satisfactory, and 15% no better than in-house education.

Mini-College for Women
Bureau of Class Instruction, Division of Continuing Education
University of Colorado
970 Aurora Avenue
Boulder, Colorado 80302

PROGRAM GOALS

Entry or reentry into educational institutions.

PROGRAM SIZE AND TARGET POPULATION

The program serves approximately 500 women per year, 99% of whom are white. They are drawn from the greater Boulder area and are primarily from middle-income levels.

The program aims to provide women over the age of 25 with an opportunity to take college courses in a totally non-threatening atmosphere. Some of the women have previous college experience and some do not. Potential participants learn about the program by word of mouth, through program brochures, or from other publicity.

The program was started by the University of Colorado's Division of Continuing Education in the spring of 1970.

STAFF

There is a Mini-College Coordinator with administrative responsibilities for the program. She answers women's questions about the program, assists with registration problems, and works with faculty in arranging for Mini-College courses.

Instruction is provided by University of Colorado faculty members. In addition to teaching, they are responsible for creating a tension-free, supportive and empathetic learning environment for their students.

One counselor is available for consultation as needed. She is responsible for providing information, guidance, or other assistance related to academic or career planning.

FACILITIES, MATERIALS, EQUIPMENT

All courses are offered on the University of Colorado campus, primarily at the Continuing Education building. Materials used include regular college textbooks and other instructional materials, teacher-prepared handouts, and films.

MAJOR FEATURES

The program is designed to ease women back into college or introduce them to college for the first time by giving them some preliminary courses in a supportive, non-threatening environment. The goal for each woman is that after she has achieved a certain degree of self-confidence, she will transfer to the University of Colorado itself and continue in an academic degree program.

Mini-Courses are offered in the morning, afternoon, or evening, with a flat tuition fee for each. They carry no prerequisites, have no entrance exams, and do not require previous college experience. Courses are offered in a variety of subjects, and each qualifies as satisfaction of a requirement or as an elective in the University of Colorado's College of Arts and Sciences. The courses are duplicates of regular campus offerings, but are adapted for relevance to the mature woman. A woman may enroll for only two 3-credit courses per semester, and after accumulating 12 credits, she is expected to apply for admission as a regular degree-seeking student. Once admitted as a regular student, she may continue taking Mini-College courses which are applicable for credit in her particular degree program.

In addition to offering instruction in a supportive environment, other aspects of the program are designed to make the women's entry or re-entry into college as comfortable as possible. These include simplified tuition, scholarships for those who need them, academic and other career counseling, and special non-credit courses in such things as speed reading and techniques for reducing exam-related pressures.

EVALUATION

Each woman is asked to complete an extensive questionnaire at the end of each Mini-College semester. Of those who responded at the end of Spring 1974, 86% rated their Mini-College learning experience as "excellent" or "better than average;" and 82% rated their instructors the same way. Fifty-eight percent said they definitely planned to take Mini-College courses again, and 38% had already been admitted to a regular degree program.

New Directions for Women
Arapahoe Community College
Littleton, Colorado 80120

PROGRAM GOALS

Personal growth; Career decision-making; Entry or reentry into the job market or educational institutions; Job-getting and job-maintenance skills.

PROGRAM SIZE AND TARGET POPULATION

The program serves approximately 120 women per year, almost all white. They are drawn from suburbs of Denver and are primarily from high income levels. Women learn about the program through newspaper publicity, flyers posted in libraries, mailings to women's organizations, and college catalogs.

YEAR STARTED

The program was started in 1972 as a credit/noncredit course offering at Arapahoe Community College. The Women's Resource Center at the college is a branch of the Virginia Neal Blue Resource Centers for Colorado Women, which are non-profit, tax-exempt organizations established by the Colorado Commission on the Status of Women.

STAFF

The course is coordinated by a staff member of the Arapahoe Community College Virginia Neal Blue Resource Center in conjunction with the Director of Counseling at the college. They are assisted by three women counselors. All staff members are responsible for locating resource people and materials which have information about current career options and the training and educational opportunities available in the community, as well as contact people and places to go in looking for employment. They are also responsible for providing individual counseling as needed.

A variety of resource people from the community take part in the course as speakers or panel members in their fields of expertise. In addition, they can be contacted individually by women who decide to pursue a course of action in the particular fields of the resource people.

FACILITIES, MATERIALS, EQUIPMENT

The course is taught at a campus location, with individual counseling provided at the Resource Center on campus. Participants also use the college's Career Information Library and audio-visual equipment. Course materials include a variety of interest and aptitude tests, various occupational information resources, women's publications, and materials prepared by program staff and course speakers.

MAJOR FEATURES

New Directions for Women is a class designed to enable women to: (1) evaluate their interests, aptitudes and potential in preparation for decision-making about their lives; (2) see a clear and realistic picture of opportunities for further education, volunteer service, and/or jobs available in the community; (3) learn skills of planning, decision-making, and problem-solving; and (4) share ideas and experiences that will improve self-awareness and self-confidence as they begin to reach out for new directions in their lives.

The class meets for two hours once a week for one academic quarter. The first part of the course deals with self-awareness; it includes an interest test and discussions of self-image and personal development over the span of a woman's life. The second part of the course provides concrete information on volunteer, educational, training, and employment opportunities and programs in the area. It includes a panel discussion of the satisfactions and frustrations of changing life styles, presented by women who have gone back to school or work; and a panel on career opportunities in the community, presented by women who have entered new careers. The students also research and conduct a personal interview with someone working in a field which interests them. The third part of the course focuses on job interview techniques and resumé writing; students get a chance to practice, videotape, and discuss simulated interviews. Individual counseling is available at the end of the course, with the emphasis on how to accomplish individual goals.

EVALUATION

Written student evaluations are completed at the end of the course, rating presentations and assignments and listing any suggestions for change or improvement. There was also a telephone follow-up conducted approximately one year after the start of the program. The results of both types of evaluation have been very positive.

Center for Continuing Education of Women
Miami-Dade Community College
300 N.E. 2nd Avenue
Miami, Florida 33132

PROGRAM GOALS Entry or reentry into educational institutions or the job market.

PROGRAM SIZE AND TARGET POPULATION The Center serves approximately 20,000 women of the Greater Miami area per year, reaching most of its participants through personal interviews, mailings, workshops, classes and seminars. Fifteen percent of the participants are minority women--10% black and 5% Spanish-speaking. Enrollees generally come from low to middle-income backgrounds.

YEAR STARTED The Center was established in 1965 by women community leaders through a Title I, Higher Education Act grant.

STAFF The program is administered by a full-time staff consisting of a Coordinator, an Associate Coordinator, and an Assessment Interviewer, all with faculty status. The three staff members are responsible for coordination, budget, class programming, workshop, and communications activities, as well as personal assessment interviews. Two secretaries with responsibilities for faculty processing, rental contracts, and supervision of the Listen and Learn program complete the staff. The activities of the staff members are augmented by a volunteer Community Advisory Council consisting of representatives from the eight area institutions serving women and 20 additional members from the volunteer employment and communications community. Council members serve for three-year, rotating terms.

FACILITIES, MATERIALS, EQUIPMENT The Center is housed at the Miami-Dade Community College's Downtown Campus. Other facilities such as churches, temples and educational buildings are rented for off-campus classes. All assessment interviews are held on the Downtown Campus. The Center maintains a Library of current books about women; a continuing file of news articles relevant to the women's movement, new careers, counseling tips, volunteer opportunities, and employment research; information on the status of women; educational journals, and continuing education listings from Greater Miami area institutions.

A special feature of the materials available at the Center is Listen and Learn--a self-directed learning program which utilizes cassette tapes in providing an opportunity for personal enrichment. Over 250 tapes in the fields of psychology, philosophy, religion, changing values, literature, humor, self-discovery, and many others, can be borrowed for home use or listened to on the campus. Membership in Listen and Learn provides an opportunity for earning credits at the college. Films and audio-visual programs on women can also be borrowed by educational groups in the community.

MAJOR FEATURES The Center serves as an information and referral base to assist women in availing themselves of educational resources in academic, vocational and self-improvement fields. It is a community-wide and inter-institutional program drawing participation from eight area universities and colleges. The referral service provides information on various independent schools, home study and correspondence courses, programs open to the public, financial aids, guidance and counseling services, study techniques, local vocational opportunities and career prospects for women. Assessment interviews are conducted by the Center's staff to help women select educational programs suited to their backgrounds and their needs.

Other special services provided include: community programs consisting of short-term back-to-school courses, all day career education workshops, inter-institutional practica, and programs to assist women in areas of education, volunteering and employment. Information on GED, GRE, CLEP and other entrance and equivalency examinations is available on request. The Center also provides speakers for clubs and community groups without charge and distributes its newsletter and three informational brochures nationwide.

EVALUATION

A telephone follow-up of the Center's clients indicates that 75-83% of the participants have enrolled in educational programs or taken on occupational positions.

Career Education for Mature Women

Campus Box 44, General Studies Division
Southern Illinois University
Edwardsville, Illinois 62025

PROGRAM GOALS

Career decision-making; Entry or reentry into job market/educational institutions; Personal growth; Job-getting and job maintenance skills.

PROGRAM SIZE AND TARGET POPULATION

The program serves about 200 women a year from middle-income families living in and around the Edwardsville area. Ninety-one percent of the participants are white, 9 percent are black. Participants are self-referred on the basis of announcements, press releases, and contacts with college counselor-advisors.

YEAR STARTED

The program was started in 1974.

STAFF

The program staff consists of ten teacher/counselors whose duties and responsibilities include individual and group counseling; program development; enrollee needs assessment; preparation, collection and distribution of program materials; and program evaluation. In addition to professional counseling and administrative skills, the staff must possess the knowledge and ability to teach study skills, reading improvement, personal effectiveness training, and vocational exploration courses.

FACILITIES, MATERIALS, EQUIPMENT

Program activities take place on campus in facilities provided by the university. Materials utilized included a variety of commercially available publications, monographs, texts and films, and staff-prepared goal setting and counseling handouts. Holland's Self-Directed Search is also utilized by the program.

MAJOR FEATURES

The program features one-day women's conferences, two six-week career education workshops for women, a course in Personal Effectiveness Training, and an 11-week study skills and reading improvement course. The conferences are designed to stimulate and assist women in exploring their alternatives for work, school, volunterism, or satisfaction in staying at home. The conferences are based on the needs of non-university women in the community. They are essentially stimulus meetings which include some standardized ability and interest assessment along with counseling and panel discussions. At the conclusion college admissions are expedited and comprehensive career information is provided.

The six-week program meets for two-hours a week. It is an in-depth personal and career exploration workshop which includes individual counseling and goal-setting with special emphasis placed on working toward attaining those goals. The workshops use Holland's Self-Directed Search and personal strength appraisal for purposes of self-exploration and assessment. Articles from professional journals and women's magazines are read and discussed and occupational/educational interests are explored through a group vocational exercise. As aids in establishing and attaining occupational/educational goals the program encourages a personal survey of opportunities in the surrounding community, teaches job getting and maintenance skills, and invites area resource persons such as college admissions and placement officers, county employment officials and women in various professional careers to attend workshop sessions, supply information, and serve as role models.

In response to another group of expressed needs a course/seminar in Personal Effectiveness Training was developed and offered to maximize options, resolve personal problems, and increase the possibility of realizing personal, educational or career goals. The course was designed in the belief that assertiveness skills are an extension of basic interpersonal communication skills and that most people who need such training have been conditioned to inhibit their awareness of their rights. Included in the course content are some behavior modification techniques designed to reverse this conditioning. Several texts, a monograph, a stimulus film which depicts typical situations in which an assertive response is appropriate, and an evaluative tool designed to measure improvement in effective communication behaviors are also utilized in the course.

The Study Skills and Reading Improvement course meets for two hours a week over an 11-week period. Participants in the workshops, seminars, and courses are expected to spend two hours of outside time studying, doing research or career exploration for every hour of class time.

EVALUATION

An on-going evaluation is being conducted through participant questionnaires and a follow-up survey. Initial results indicate a good deal of success in terms of participation, participant satisfaction and action taken toward career goals.

Continuing Education for Women
Division of Continuing Education, Owen Hall 302
Indiana University
Bloomington, Indiana 47401

PROGRAM GOALS

Personal growth; Entry or reentry into the job market or educational institutions; Career decision-making; Job-getting and job-maintenance skills.

PROGRAM SIZE AND TARGET POPULATION

The program serves approximately 800 women per year on the Bloomington campus. Most participants are white; half come from middle income levels. Outreach programs serving over 1000 have been established on other campuses within the Indiana University system.

The program's goal is to provide assistance to women of all ages and educational backgrounds who are interested in investigating their cultural heritage, pursuing their intellectual interests, identifying satisfying life styles, and integrating their potentials for achievement. The women hear about the program through brochures, newspaper articles, and "word of mouth" publicity.

YEAR STARTED

The program was started in 1971 as part of the Division of Continuing Education at Indiana University.

STAFF

Administration of the program is handled by the Director of Continuing Education for Women at Indiana University. This person is responsible for working with academic experts from all divisions of the University in designing and coordinating noncredit short courses, specialized conferences and seminars, counseling opportunities, and collections of information about women.

The Director herself; interested faculty, counselors, and other University staff members; and a variety of civic, business, and other community people take part as staff in the actual program services and activities. The Director is responsible for contacting and coordinating the activities of these people. Their responsibilities include setting up and coordinating conferences and workshops; participating in panel discussions; preparing and giving lecture presentations; leading seminar and discussion groups; providing counseling services; and serving as resources for information on educational and training requirements and potential opportunities in specific career fields.

FACILITIES, MATERIALS, EQUIPMENT

Most of the program activities take place in University facilities or in a variety of community settings (e.g., churches and community centers). Materials and equipment used include commercially-prepared assessment tests and inventories; commercial and teacher-prepared texts and other instructional materials; and media such as films and video-tapes.

MAJOR FEATURES

The program is designed to offer a broad range of educational opportunities in the areas of women's studies, career preparation, self-identification, and marriage and the family. This objective is accomplished primarily through 1) one- and two-day conferences and workshops and 2) semester-long noncredit course offerings. There are registration fees for both types of activities.

Conferences and workshops use lectures, panel presentations, and small-group discussions. Recent conferences and workshops have dealt with the current status and roles of women in America, and possible areas of involvement to develop for the future; women, the law, and equal opportunity; specific career areas such as business and finance, government, health services, counseling, and education; creative community service; and techniques for handling the problems associated with combining family and home responsibilities with education or a job. The emphasis of all of these is on helping women better equip themselves to expand and upgrade their career and economic status and discover new ways to make their futures more rewarding. Women are assisted in assessing their personal talents and abilities and in defining related career goals. Information is provided on the most promising potential areas of employment for women, and practical advice is given for conducting a job-finding campaign (e.g., writing a resumé and conducting an interview).

Most of the noncredit course offerings are handled as small-group seminars. Recent courses have been offered on physical fitness; the search for identity; sharpening leadership, management, planning, and decision-making skills; social and historical influences affecting the status of women; volunteerism as a creative use of human resources; women and the law; techniques for effectively combining homemaking responsibilities with other types of careers; and coping with major life separations such as divorce or the death of a spouse.

In addition, there are a series of seminars aimed at upgrading or developing "new career" skills in specific areas, e.g., the editing and preparation of various types of publications; legal, medical, and other types of secretarial careers; day care and nursery school administration; publicity and public relations; and officiating at women's sports events.

EVALUATION

Individual workshops and courses are evaluated by participant questionnaires. Specifically, the participants are asked to evaluate the effectiveness of the instructor(s) and the relevance of the materials presented. These evaluations are used as input to decisions on maintaining or revising the various program offerings in response to participants' needs.

Wonderful World of Working Women
YWCA Career Planning Service
717 Grand Avenue
Des Moines, Iowa 50309

PROGRAM GOALS

Entry or reentry into the job market; Personal growth; Job-getting and job-maintenance skills.

PROGRAM SIZE AND TARGET POPULATION

The program serves approximately 50 women per year, 96% white and the remainder from other ethnic groups. Most are from the residential areas of Des Moines; 80% are from middle income levels, with the rest primarily low income. An additional 150-200 people, primarily women, are served each year by the on-going counseling offered by the YWCA's Career Planning Service.

The program is open to both men and women, regardless of age or educational background, who are unemployed or seeking a change in employment status. Participants learn about the program through brochures sent to libraries, the Iowa State Employment Security Commission, and other organizations; or through the news media or personal contacts with the YWCA.

YEAR STARTED

The program was started by the YWCA's Career Planning Service in 1969.

STAFF

The Coordinator of the Career Planning Service is responsible for overall administration of the program. This includes organizing the structure of the seminar sessions; contacting guest speakers; arranging visits to local businesses, educational institutions, and state employment offices; and scheduling and conducting individual counseling sessions as needed. She is assisted by a secretary, two staff consultants, and the professional women who comprise a Career Planning Service advisory committee. The guest speakers who discuss topics of interest to participants must be up-to-date on current employment opportunities and the problems facing mature women in the employment world.

FACILITIES, MATERIALS, EQUIPMENT

The counseling and most seminar sessions are held at the YWCA. A wide variety of community businesses, educational institutions, and other organizations are used for field visits. Materials used in the program include interest and aptitude tests, and both commercial and staff-prepared materials related to topics covered in the seminar.

MAJOR FEATURES

The program consists of a six-week seminar which meets once a week for approximately two hours. Seminars are offered twice a year, in the spring and the fall; and are scheduled at morning, afternoon, and evening times to accommodate both working and non-working women. There is a registration fee, with scholarships available for those eligible. Nursery care is provided for participants' pre-school children.

The seminar is designed to help women evaluate their capabilities and potentialities and gain an understanding of work opportunities available to them at the present time. Specific objectives are to help women 1) identify their skills and interests, 2) develop a sense of self-worth, 3) explore educational and employment possibilities, and

4) set some positive goals for the future. Activities aimed at meeting these objectives include individual interest and aptitude testing, and analysis of the results with the Coordinator; guest speaker presentations and discussions on topics such as human potential and preparing for job interviews; and field trips to local colleges offering training programs, businesses offering employment opportunities, the state employment office, and volunteer service organizations. Sites for field trips are chosen on the basis of participant interest. Personal counseling is available as needed throughout the course of the seminar.

In addition to the seminar, the Career Planning Service offers personal counseling and testing to anyone who desires it, with small fees for the testing. There are also programs designed to meet the needs of mature men and women who have retired or are close to retirement; these include sessions on volunteer service, the use of leisure time, and living alone.

EVALUATION

Participants complete written questionnaires at the end of each seminar session, and seminar content is changed in response to the women's changing needs. In addition, the Career Planning Service advisory committee meets monthly to evaluate the overall services offered, including the seminar. Participant response to the program has been positive, and there are many individual "success stories" of women helped by the program.

Career Exploration Workshop for Women
Division of Continuing Education
University of Kansas
Lawrence, Kansas 66045

PROGRAM GOALS

Personal growth, Entry or reentry into educational institutions, Entry or reentry into the job market.

PROGRAM SIZE AND TARGET POPULATION

Program brochures indicate that this is a workshop designed for any woman who is undecided about what to do with her life, wants more information about work possibilities, is considering further training or education, is dissatisfied with and/or considering a change in her present job, would like to meet other women who have similar concerns, is considering a major change in her life style, or is concerned about self-awareness and personal growth.

Up to twenty women can participate in each workshop. The developers estimate that 300 women are currently enrolled. These women are primarily from middle income levels, but low-income women, student wives, and secondary-education level women have also participated.

YEAR STARTED

The first workshop was held in 1974. The need for the workshop was determined at a conference in the winter of 1973 where over 90 women completed a questionnaire indicating they desired a course in career exploration.

STAFF

The workshop was developed by the Director of Student Services in the Division of Continuing Education at the University of Kansas in cooperation with a counselor for that same agency. Each workshop for 20 women is run by one or two counselors trained in the areas of personal, educational, or vocational counseling.

FACILITIES, MATERIALS, EQUIPMENT

The entire procedures for the workshop are contained in two well-written manuals. These two are:

> McCoy, Vivian and Cassell, Phyllis. Career Exploration Workshop for Women: Leader's Manual. Lawrence, Kansas: University of Kansas Division of Continuing Education, 1974.
>
> McCoy, Vivian and Cassell, Phyllis. Career Exploration Workshop for Women: Participant's Personal Portfolio. Lawrence, Kansas: University of Kansas Division of Continuing Education, 1974.

The cost of the Leader's Manual is $10.35 and the cost of the Participant's portfolio is $3.62. The workshop also makes use of two films: Back to School, Back to Work: A Stimulus Film for Women and Modern Woman: the Uneasy Life. These are available through the University of Kansas Audio Visual Center or the American Personnel and Guidance Association Film Department and the Indiana University Audio Visual Center, respectively.

The Hall Occupational Orientation Inventory and Holland's Self Directed Search are both administered to workshop participants. Recommended reference materials include the Catalyst Career and Educational Materials, the Occupational Outlook Handbook, Dictionary of Occupational Titles, and Occupational Exploration Briefs by Science Research Associates.

Although developed at the University of Kansas, the workshop has been held in many other settings, including college, university, community, and business settings. The only requirements of the facilities are that they allow for small group formation and the testing requires tables and chairs.

MAJOR FEATURES

The workshop materials and activities are divided into six sessions, although the sessions can be expanded or condensed as a situation requires. In the past, sessions have been held both once and twice a week and each session has lasted approximately three hours. The workshops provide a variety of experiences and activities including films, human relations exercises, role playing, vocational testing, and related readings. The workshop is designed to encourage a realistic evaluation of self, job, family, and available opportunities.

In the first session, participants analyze past and present role expectations and identify the roadblocks to taking action toward career choice, in particular, those which may stem from the negative reactions of significant others. The developers feel that when a woman with a family returns to school or goes to work, the family in effect goes with her. It is therefore important that the family confront the matter together. In the second session, strategies for balancing home and job responsibilities are analyzed.

In the third and fourth session, vocational tests are administered in order to provide the women with some data to augment their subjective evaluations. Materials useful in studying the job market and researching occupations are also presented. Session five enables the women to research three occupations, determining their qualifications, deficits, and possible alternative areas. Procedures for returning to school and conducting an effective job hunt are also discussed.

In the final session, participants role-play school and job interviews and are helped to prepare a job proposal. The workshop encourages women to prepare job proposals in lieu of the traditional resume, which is essentially a history and provides little information on what the woman can do for the employer. The proposal is a statement about what an individual wants to do in the future, and shows the prospective employer an individual's value in terms of making the organization more effective. Time lines for completing goals arrived at in the workshop are also made in the final session.

EVALUATION

A Career Process Pre- and Posttest Scale and a workshop evaluation form are contained in the participant's personal portfolio. Participants' subjective reactions to the workshops have been very positive. A six-month follow-up of participants from the first workshop indicated that 90 percent of the women had taken concrete steps to implement their career decisions. The workshop has also been evaluated in a doctoral study at the University of Kansas using an experimental treatment and control group. In this study statistically significant positive differences were reported for the treatment group on the Career Maturity Inventory Attitude Scale (CTB/McGraw Hill), the Career Process Scale contained in the manual, and on changed scores on school attendance.

Women's Workshop in Self-Discovery
Dundalk Community College
7200 Sollers Point Road
Baltimore, Maryland 21222

PROGRAM GOALS: Personal growth; Entry or reentry into the job market or educational institutions; Career decision-making.

PROGRAM SIZE AND TARGET POPULATION: The program serves approximately 100 women per year, almost all white and from middle income levels. They are drawn primarily from Baltimore and surrounding suburbs, and most are self-referred on the basis of program brochures and other publicity.

YEAR STARTED: The program was started in 1972 by the Division of Social Science at Dundalk Community College.

STAFF: Administration of the program is handled by a Program Coordinator. She is responsible for setting up and coordinating the various parts of the program, including contacting the college and community people who conduct courses connected with the program or speak at workshop presentations.

There are five counselors who are responsible for leading the small counseling groups which are an integral part of the program, and for providing individual counseling as requested. They are also responsible for administering interest, aptitude, values, and personality assesment tests to all participants.

A variety of college faculty and community representatives take part in the program as individual speakers, panel members, or course instructors. People who serve as staff in any capacity are expected to have a knowledge of the concerns of women who have interupted their education and who are considering reentry into college or the job market.

FACILITIES, MATERIALS, EQUIPMENT With the exception of occasional visits to a local hospital to enable participants to become aware of the facilities and jobs available, all of the program activities take place on the Dundalk Community College campus. Participants also have access to all campus facilities as needed. Materials used include a wide variety of personal assessment tests, both commercial and teacher-prepared instructional materials, and speaker-prepared handouts related to the various workshop presentations.

MAJOR FEATURES: The program's goal is to provide guidance and counseling which help women find their own answers to questions related to their needs, capabilities, and potentials as individuals in today's society. Major objectives of the program are for each woman to acquire a greater knowledge and understanding of herself on a very personal level, of herself on the family level, of her potential educational and occupational development, and of tools for decision-making.

The program consists of a Workshop which meets one morning a week for 15 weeks. There is a small fee, which varies according to whether the Workshop is taken on a credit or no-credit basis. The first half of the morning, for approximately the first five weeks, is devoted to personality, aptitude, and occupational interest tests to help the women get a clearer picture of their strengths, weaknesses, talents, and abilities in order to realistically assess different careers in terms of their own personal wants and needs. For the remaining weeks, the first part of the morning is devoted to guest speakers and panels on a variety of topics of interest to women, including employment opportunities, fields of future education, creative and non-traditional careers for women, women's rights, consumerism, sexuality, and mental and physical health.

The second half of the morning for the entire 15 weeks is spent in small group counseling sessions in which the women have an opportunity to explore indepth their feelings, concerns, hopes, and aspirations. The objective of these counseling sessions is that through the sharing of common interests, each woman will develop a deeper and more thorough understanding of herself and others, and will then be able to transfer her empathy and self-acceptance to her larger world outside the group. Individual counseling is also available on an appointment basis.

There are a variety of course options available in the afternoon which are free to Workshop participants. These include a course aimed at increasing reading skills, a needlepoint class, and a course on practical study skills for college. In addition to these free course options connected with the Workshop, the overall women's program at the college offers a variety of credit courses of particular interest to women, including a history of women in the U.S., modern dance/ slimnastics, and a group guidance program on career decision-making and job finding skills.

Child care services are available all day long for women who are participating in the Workshop.

EVALUATION:

Participants complete written evaluations at the end of each 15-week program, and follow-up studies are conducted every two years. Many women say that the small group counseling sessions have helped them to "see" themselves for the first time, and to understand how they appear and relate to others. In addition, approximately 68% of the women enroll in regular college courses immediately after completing the program.

Career Development Program for Women
Career Center
Resources for Adults
Howard Community College
Columbia, Maryland 21044

PROGRAM GOALS	Career decision-making; Personal growth; Job-getting and job-maintenance skills; Entry or reentry into the job market or educational institutions.
PROGRAM SIZE AND TARGET POPULATION	The program services approximately 800 people per year, 80% women. Approximately 75% are white and 25% black. Most are from high income levels and are drawn from areas throughout Howard County. The program aims to provide career guidance services to anyone in the College or community who would like assistance in formulating career plans, particularly women.
YEAR STARTED	The program was initiated in its present form by Howard Community College in 1974.
STAFF	Overall administration of the career development programs for women in the form of credit-free courses is the responsibility of the Assistant to the President for Community Education. The Career Center, which acts as the primary resource for the classes and also services the adult community with individual and group career planning help is the responsibility of the Coordinator of Placement and Transfer Articulation. Through her office, career counseling, volunteer experience programs and employment referral/job placement services are offered to students of the career classes and to community residents in addition to credit students at the College. The Career Information Specialist who staffs the College's Career Center is responsible for helping program participants use the occupational information and other career-related resources which are available at the Center. In addition, she is a primary resource for setting up workshops, group vocational testing, and securing guest speakers from the community to talk about career planning, opportunities in specific fields, combining work and family and other topics of concern to the adult community, especially to women. To teach the credit-free classes, there are three teachers.
FACILITIES, MATEIRALS, EQUIPMENT	The basic career information and planning sessions take place in the Career Center which is part of the College's Learning Resources Center. The credit-free classes, career workshops and individual counseling are offered at other locations on the campus. Community, business, and industry facilities are used for volunteeer experiences and for on-site information interviews about various careers. Materials used include vocational interest and aptitude tests; commercial self-help guidance materials; the books, periodicals, and employment information resources of the Career Center; and a variety of materials on career planning, decision-making, and job-finding techniques. Audio-visual materials and equipment are also used.
MAJOR FEATURES	The program has four main objectives: 1) to foster in participants an awareness of their aptitudes, interests, motivations, and desired life style as these factors relate to career planning; 2) to expose participants to their career options and to information on employment and educational programs related to their career interests; 3) to assist participants in learning decision-making skills to use in choosing a career; and 4) to

provide actual career experience through both volunteer and paid employment opportunities.

The program consists of basic career information and planning sessions, career workshops, individual career counseling, two credit-free career classes for women and job placement services for those who request assistance in obtaining paid employment. Most of the program except for the credit-free classes is offered on an individual basis with groups being used on an as-needed basis.

The credit-free classes are kept to a size of approximately 15-20 students guided by the teachers for periods of 9-12 weeks. Role-playing, lectures, discussions, small-group interactions, and audio-visual presentations are all used to help the participants in career planning. Participants are encouraged to initiate projects on their own, e.g., researching careers of interest to them by using the resources of the Career Center, or interviewing successful women in the community. Guest speakers are invited to discuss topics such as combining home and work responsibilities and expanding nontraditional areas of employment for women.

Values clarification exercises, decision-making techniques, and the development of complete self-inventory are important features of the entire program. Sessions are also provided on resume preparation and job interviewing techniques, both in the classes and on an as needed basis to the College Community. Students and community residents who use the service are also encouraged to participate in the volunteer experience program, which provides first-hand experience of what a number of jobs are actually like. For participants who request job placement assistance, program staff provide referral to appropriate local employers. Individual counseling is available through the program as needed, and participants seeking employment or training may continue to use the counseling and placement services even after completing the program.

EVALUATION

Credit-free class participants complete written evaluation of the program at the end of the group sessions. The program has been evaluted very favorably and has resulted in many participants making career-related decisions. Graduates of the program have gone on to paid employment, to training in new areas, and to further education.

Records are kept on participants in the rest of the program and informal follow-ups are done in addition to the systematic follow-up of students who have graduated from the College's credit program who have also used the career planning/placement services. An evaluation of these services is planned for the current year.

Modular Life Planning/Career Development Program for Women
Everywoman's Center/Division of Continuing Education/Student Development Center
University of Massachusetts
Amherst, Massachusetts 01002

PROGRAM GOALS Career decision making; Personal growth; Job seeking and job maintenance skills; Entry or reentry into the job market.

TARGET POPULATION AND PROGRAM SIZE The pilot program was started in 1972 at the Everywoman's Center at the University of Mass., Amherst. During the first year the program served between 600 and 700 participants. Ninety-seven percent were white and almost all came from the middle income range. Attendance was on a voluntary basis through self and counselor referral. Local community publicity promoted the program and services to area women as well as students. Since June of 1975, the program has spun off and expanded through the Office For Women's Program Development, in the Division of Continuing Education and through the Student Development Center. This program spin-off was a move to expand the services to a greater number of women and to provide academic credit for the workshops and courses. Further program development for women to provide work skills and academic credentialing along with the career development and counseling are now on the planning board.

YEAR STARTED The program was started in 1972.

STAFF The original facilitator/counselors were volunteers, part-time staff members, and practicum students. They held Bachelor and Masters degrees in education and counseling or were working on advanced degrees. Currently there are six facilitators, counselors and coordinators working with the Modular Program and it's concepts. Special skills required of these people include counseling skills, knowledge of the work world, both nationally and locally, a commitment to feminist ideology, training in the use of the modular instruments, and ability to locate information and resources to meet the needs of the women seeking help. Planning, management and development skills are also necessary for some of the coordinators.

FACILITIES, MATERIALS, EQUIPMENT Services and programs are offered at the Everywoman's Center, Student Development Center and Division of Continuing Education. Some workshops however, are conducted at community and business facilities. The basic facilitator/counselor prepared Modular Program consists of 16 specific coordinated curriculum units to be used for Life Planning; Attitude and Behavior Changing; Self-Analysis; Values Clarification; Goal Setting; Occupational Investigation; Decision Making; Resume Preparation and Interview Know-How; Job Survival; Outward Mobility, Discrimination Issues; and a Recap on Bringing-It-All-Together. These units are designed so they may be taken separately or in consecutive order, depending on the counselee's needs.

A four component Program Manual - Theory, Facilitator's Manual, Participant's Manual, and Training Manual-will soon be published for national distribution.

MAJOR FEATURES

The major focus of the program revolves around the 16 curriculum units of the program.

Women may work through the units in a one-to-one counseling situation, through a workshop, or a three credit course.

Other services offered at the three locations include personal and academic counseling, referral systems, various types of workshops which deal with concerns of women in today's society, placement services, a speaker's bureau, resources on women and work, consulting services, publications, and research opportunities.

EVALUATION

Evaluations are conducted by a questionnaire device which is given to each participant who has experienced the Modular Program. Participants have shown that their frustration levels concerning their career development have decreased, that most participants can actually learn the Modular Process so they can use it in the future, and that most participants are able to set and begin work on short term career goals as a result of taking the Modular Program. All women participants say they would recommend the program to other women. Data sheets, Progress Counseling forms and personal letters from participants also provide feedback. Need Analyses are conducted on an on-going basis to help with the future program development. Evaluation forms and letters are solicited from other Centers, organizations and institutions who are using the Modular Program.

The Women's Opportunity Research Center
Division of Continuing Education/Community Services
Middlesex Community College
Springs Road
Bedford, Massachusetts 01730

PROGRAM GOALS Personal growth; Entry or reentry into the job market or educational institutions; Job-getting and job-maintenance skills; (Career exploration and development).

PROGRAM SIZE AND TARGET POPULATION The program serves approximately 1500 women per year, 86% white, 6% black, 6% Spanish-speaking, and the remainder from other ethnic groups. Forty percent of the women are from Bedford and Lexington, with the rest drawn from the city and suburbs of Boston and Lowell. Approximately 20% are from low income levels, 60% from middle income levels, and 20% from income levels above $15,000 per year.

The program aims to serve area women of all ages and backgrounds. Most participants are self-referred on the basis of program announcements, college bulletins, radio and television public service announcements, newspaper publicity, or word of mouth.

YEAR STARTED The program was established in January 1972 as part of the Division of Continuing Education at Middlesex Community College.

STAFF There is one Director responsible for overall administration of the program, including setting up and coordinating the various activities and services, and contacting community organizations and people who serve as resources for the Center. She is assisted by a 12-member Steering Committee that meets monthly to help with needs assessment and other advisory functions. A small part-time paid and volunteer staff has varying responsibilities in the areas of conference and workshop coordination, employment counseling, publicity, resource and referral activities, and secretarial support. In addition, there are several "volunteer professionals" who serve as artists, program developers, information-receptionists, publicity and public relations workers, and in other capacities as needed; they receive two hours of tuition-free class attendance in the Division of Continuing Education for every one hour of volunteer service. A Counseling Coordinator and three counselors are responsible for providing career and employment counseling. Representatives from a wide variety of social service, business, academic, research and government organizations participate as speakers and panel members at program conferences and workshops.

FACILITIES, MATERIALS, EQUIPMENT The program's activities and services are offered on the college campus, with certain conferences and workshops held at various community locations. Materials used include handouts prepared by individuals and organizations participating in the conferences; commercial and teacher-prepared materials in the various workshops; films and audio-visual materials; and listings of educational, employment, and volunteer opportunities maintained as part of the program's Resource Center.

MAJOR FEATURES The goal of the Women's Opportunity Research Center (WORC) is to offer a diversified set of programs that focus on personal growth and self-evaluation, career guidance and life planning, and the exploration of options available in education, volunteer work, and paid employment. The development of programs is based on WORC's research into community and individual needs. There is an annual Opportunity Open House: an all-day conference devoted to a major theme such as Women in the Workplace, with related panel presentations and small-group workshops; as well as booths staffed by business, social service, and government representatives who provide information on opportunities or services for women offered by their respective organizations. Additional all-day conferences are scheduled throughout the year on topics of interest and there are a number of small-group WORC-Shops offered on a longer-term basis, usually meeting once a week for eight weeks. Recent WORC-shop topics have included personal growth; career and life-planning for employed women; and group leadership training.

WORC offers a variety of services to women and other members of the community in addition to conferences and workshops; these include part-time day credit courses co-sponsored with the Division of Continuing Education. Both women and men planning for retirement, coping with the problems of aging, or seeking career re-direction are served by programs designed by specialists in gerontology. The Center offers "information and referral" from staff members who direct women to the persons and places that specialize in answering specific questions related to employment, education, and career development; and it has its own Resource Center including information on employment, education, careers, financial and legal aid, senior citizens, and day care. Career and employment counseling, including help planning an educational or job campaign, improving interviewing skills, and writing a resumé, are available for a small fee by appointment. WORC Referral is an employment clearinghouse designed to meet the needs of women seeking professional level employment and employers seeking qualified women to fill professional level or management positions. For a small fee, women submit their resumés to WORC Referral, which makes the appropriate resumés available to participating businesses. WORC also offers short-term training programs to help women develop business, clerical, retail, and entry-level management skills. WORC publishes a newsletter, submits a weekly column to a local newspaper, coordinates a speaker's bureau of people qualified to speak on subjects of interest to women, and offers consultation to community agencies and industries with goals related to the concerns of women. Many of WORC's activities and services are offered at no charge. The total amount of time any particular woman spends in contact with WORC depends on her specific needs.

EVALUATION

WORC's programs and services are evaluated through questionnaires completed by conference and workshop participants, and by reports from women who make use of the other services offered. WORC continually seeks to develop programs to meet needs which are not currently being met.

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Women's Leadership Project in Adult Education
Boston University, School of Education
765 Commonwealth Avenue
Boston, Massachusetts 02215

PROGRAM GOALS

Vocational skill training; (Training women for leadership positions in adult education with an emphasis on adult basic education).

PROGRAM SIZE AND TARGET POPULATION

During the academic year 1974-75, the program served ten female graduate students, nine white and one black. They were all from urban areas and from middle or high income level families. Five of the women were concurrently working towards masters degrees and five towards doctoral degrees in continuing education or related areas.

The program was designed to serve graduate level women who have a commitment to adult basic education and potential to assume a leadership role in that field. There was a formal application procedure for potential candidates, including the submission of transcripts, an application form, and recommendations.

YEAR STARTED

This one-year program existed at Boston University School of Education in 1974-75. It was federally funded through the Bureau of Adult Services, Massachusetts Department of Education. It is presented as a model for other higher education institutions wishing to provide such a service.

STAFF

One full-time Director was responsible for field work supervision, coordination of the other aspects of the program, and for many faculty duties listed below. Faculty were drawn from the areas of adult education, educational management, and curriculum theory and development. One 1/3-time faculty member was responsible for field work supervision, participation in seminars as guide/facilitator, ongoing student advising, and sponsorship of independent study projects. Two 1/6-time faculty members were responsible for similar duties aside from the field work supervision. There was one research fellow responsible primarily for maintaining and expanding the program's resource center with the assistance of a part-time secretary/aide. During 1974, there were also six part-time research assistants who collected information for the resource center.

FACILITIES, MATERIALS, EQUIPMENT

Classes were held at the Boston University School of Education, where the program also maintained its resource center. A variety of community adult education agencies made their facilities available for educational management practicums. Instructional materials used included numerous books and other publications related to adult education, administration, women's topics, curriculum theory and development, and management. Materials contained in the resource center included those used in identifying job opportunities for women seeking leadership positions in adult education.

MAJOR FEATURES

The program's goal was to train women to assume leadership positions in adult education programs, particularly in the Massachusetts public schools. The training consisted of a one year, full-time graduate program which included course work at the University and a practicum involving management training at the local or state level. Each student received a stipend to help cover the cost of program participation, which included University tuition.

The beginning of the program was a one-week residential proseminar at the University, which oriented the women to the program and the resources of the University and community, and created an atmosphere of mutual support and collaborative learning. During this week, each woman designed a program which met her particular needs, interests, and goals. All programs included three individually selected courses each semester, a field practicum, and a leadership seminar.

Courses covered areas such as the dynamics of organizations, effective organizational management, curriculum development and evaluation, characteristics of adult learners, and knowledge of community resources. The field practicum involved two to three days per week of managerial work in an adult education setting. Each woman's practicum was individually contracted, with the objectives set and agreed upon by the student, faculty, and the student's field supervisor/sponsor. The leadership seminar covered topics not offered through the regular courses, e.g., problems of women in management, and selected competencies for performing leadership and change agent roles. The seminar also integrated course work and practicum experiences, allowed students to share their experiences, and presented problems encountered in the field for group discussion. A planning committee decided the structure of the seminar, which was conducted by the students with faculty present as facilitators and resource persons. Student task forces on a variety of topics (e.g., job opportunities, proposal writing) developed from these meetings and carried on extra-seminar activities.

The program's resource center collected and made available information relevant to leadership opportunities for women in adult education. The center established links with non-profit job placement agencies, and information on job opportunities and organizations in Massachusetts specializing in vocational counseling and placement was available to anyone wishing to use the center.

EVALUATION

The one-week proseminar was evaluated by questionnaire and by the women's end of semester satisfaction with the programs for which they contracted. The achievement of program objectives in the courses, field work, and leadership seminar were evaluated through student self-ratings at the beginning and end of the semester, student statements of individual goals, student journals, faculty and field supervisor ratings of student competency related to agreed-upon objectives, end of semester student interviews, and a final two-hour faculty/staff evaluation session. At the end of the first semester during 1974-75, nine of the ten women enrolled were extremely positive about the overall program; all were satisfied, generally, by the end of the year. The project final report is now available from the Director.

Women's Studies Department and Women's Upward Bound Program
Metropolitan Community College
50 Willow Street
Minneapolis, Minnesota 55403

PROGRAM GOALS Entry or reentry into educational institutions; (Making higher education accessible to underemployed, urban adult women).

PROGRAM SIZE AND TARGET POPULATION This is a two-fold program which serves a total of approximately 300 people per year. The Women's Studies Department serves 150 people per year, 88% women. The Women's Upward Bound Program serves only women, 150 per year. Approximately 88% of the total participants are white, 9% black, and the remainder from other ethnic groups. Three-fourths are from inner-city Minneapolis, with the rest from the city's suburbs. Half are from low income levels and are often female heads of households; an additional 40% are from middle income levels, and 10% are from high income levels.

The program is aimed particularly at urban adult women. Potential participants learn about the program primarily through mailings to all adult women students at the college, to former students, and to a variety of community agencies, and through the college's class schedule.

YEAR STARTED Metropolitan Community College began offering counseling services to women during 1970-71, and classes through the Women's Studies Department began in the spring of 1973. The Women's Upward Bound Program was started in the fall of 1974, under funding from the Minnesota Higher Education Coordinating Commission.

STAFF Administrative responsibilities for the program are shared by two women, one in the counseling division and one in an academic division of the college. They are responsible for coordinating the various activities, arranging for courses, contacting community agencies and people to serve as resources for the program, and providing counseling and instruction as appropriate. A variety of faculty members provide instruction in their particular fields, with the emphasis on women's studies; and various community members serve as guest lecturers (e.g., women lawyers). There are also six counselors responsible for providing both group and individual academic counseling as part of the program. All staff members must have experience in working with adult students, knowledge of the services of community support agencies, and the ability to develop and apply instructional materials or counseling methods to the needs of women and other adults.

FACILITIES, MATERIALS, EQUIPMENT Most of the program activities take place on the college campus or at a downtown YWCA; certain evening classes are taught at an inner-city public school. Instructional materials used include textbooks, films, and both teacher- and student-prepared reports (e.g., student research on the literature, history, and occupations of women).

MAJOR FEATURES Classes offered by the Women's Studies Department are open to both men and women and draw students from all income and educational levels represented in Minneapolis. Recent courses have included: Heritage of the American Woman, 1890-Present; Advanced Critical

Reading: A View of Women as Reflected in Current Fiction and Non-Fiction; and Women in the 1970's. There are tuition fees for the courses, which carry full college credit. The Department also plans to develop seminar classes on topics selected by the students. Individual academic counseling is available to students for help in planning their overall academic schedule.

The Women's Upward Bound Program is designed to make higher education accessible to urban adult women, particularly the underemployed. Its goal is to ensure a successful academic experience for these women by providing special services to them in the early stages. The College's services in study skills and counseling are available on a drop-in or appointment basis to all adult women. Most are low income, single heads of households, with educational backgrounds ranging from GED to prior college experience. The program offers three main services to the women: 1) a seminar to assess and develop academic skills in the areas of reading, vocabulary, spelling, and study techniques; 2) individual and group academic counseling and women's support groups; and 3) interdisciplinary courses on women's contributions to American life. The counseling sessions are designed to support and encourage the women as well as to introduce them to college, and the interdisciplinary courses emphasize women's accomplishments and provide role models of success. Special career exploration courses are designed to explore career opportunities and develop job-hunting skills. Financial aid is available to those who need it, as well as referral to legal or other community services. Follow-up counseling is offered to support the women in continued educational, career, and life planning.

EVALUATION

Whether the courses are attracting the clientele for whom they were established is evaluated by a student questionnaire on background characteristics distributed early each quarter. A student evaluation of courses takes place at the end of each quarter when students complete an evaluation questionnaire. Research at the college indicates that special counseling and academic skills assistance do help adult women remain in school. Overall participant response to the program has been excellent. Both participants and staff feel the need for additional financial aid and for day care facilities.

Discovery Program for Women
Extension Division
University of Missouri-St. Louis
8001 Natural Bridge Road
St. Louis, Missouri 63121

PROGRAM GOALS Personal growth; Entry or reentry into educational institutions or the job market.

PROGRAM SIZE AND TARGET POPULATION Most of the 8,000 to 9,000 individuals who participate in or make contact with the program each year come from suburban and residential areas of St. Louis and tend to be from middle income backgrounds. Approximately 99% of the participants are women, 91% white and 9% black. The program serves a small percentage of men and seeks and encourages increasing male participantion. One facet of the program is specifically designed to serve individuals living in rural areas. Participants are self-referred, enrolling in advertised program classes, conferences, workshops and counseling groups.

YEAR STARTED The program was begun in 1968.

STAFF The program is administered by a team consisting of the Director of Women's Programs, a Counselor for Women, and an Extension Program Coordinator. Classes within the scope of the program and counseling services provided are led by women from the various disciplines offered on the UMSL campus, visiting professors and lecturers and representatives from businesses and the community. The skills required by program staff include those needed for counseling and communication, as well as competence in the area of course content.

FACILITIES, MATERIALS, EQUIPMENT Program activities are conducted at the university as well as in community facilities such as community centers, school buildings, churches, junior colleges, and places of business. Instructional and test materials utilized are commercial and teacher prepared.

As part of its effort to help women learn to cope with their various roles and future decisions, the program uses a stimulus film depicting women in various anxiety-producing situations related to their return to school or to work. Through discussion, women learn to examine their own feelings and reactions in similar situations. The Discovery Program leaders have also developed a two-part videotape, involving as participants some of the students and counselees who, as mature women, have chosen various goals and life styles. The videotape is useful as resource material for conferences and workshops.

MAJOR FEATURES The purpose of the program is to help women develop the skills and knowledge necessary to cope with their roles in family life, business, education, and community affairs. Through classes and counseling services, the program offers training in such areas as self-awareness, assertion, decision-making, self-confidence, communication skills, and professional development as well.

The class entitled "Assertive Training for Women" provides a learning experience in directly and honestly expressing personal beliefs, feelings, and opinions while not violating the rights of others. The emphasis is on building self-confidence and standing up for interpersonal rights without anxiety. Course leaders utilize a stimulus film depicting real life, potentially uncomfortable situations in which women might find themselves and which stimulate the viewers to discuss and analyze their reactions. This film is designed to teach women through discussion and analysis, to be more assertive and to know when assertive behavior is called for. "Brush Up Study Skills for Mature Students Returning to School" explores the topics of budgeting time, note-taking skills, and information gathering and retrieval to prepare individuals for their return to academia. Other courses such as "Career Exploration for Mature Women" are designed to guide women who plan to enter or reenter the work world.

Counseling services are provided for individuals and groups free of charge while the average course fee is $35.00.

One special feature of the program involves taking a segment of the university testing program to "out-of-the-way" places. The "Circuit Rider," the program's mobile unit, offers the College Level Examination Program (CLEP) tests to adults in rural areas.

EVALUATION

The program is evaluated through student feedback, follow-up interviews, and observation. Results have been very positive, with many students referring others to the program and returning themselves for further participation.

Women Returning to Work

Bergen County Extension Services
355 Main Street
Hackensack, New Jersey 07601

PROGRAM GOALS Entry or reentry into the job market; Career decision-making; Survival skills. (Help women organize homemaking duties so that they can get jobs outside the home.)

PROGRAM SIZE AND TARGET POPULATION This program has served up to 150 women a year from the middle income range in the city of Hackensack. Ninety-seven percent are white, 3% are black. The program is available to women on request.

YEAR STARTED The program was started in February of 1967 as part of the Bergen County Cooperative Extension Service under the U.S. Department of Agriculture.

STAFF The program is presently staffed by a trained and qualified home economist. She is responsible for compiling and developing a four-part correspondence course and for reading and evaluating each assignment. Additional duties include publicity, and arrangements for conducting a lecture series.

FACILITIES, MATERIALS, EQUIPMENT The program's lecture series takes place in a community facility. The home-study correspondence course is composed of various teacher-prepared and commercial materials which are mimeographed for distribution.

MAJOR FEATURES The program consists of a series of one-day seminars and a correspondence course organized into four lessons. The seminars are designed to make women aware of job opportunities, where to go to up-date their employment skills, what decisions are important to women and families prior to returning to work, and the possible resultant changes in life-style.

The correspondence course is written by the staff for mothers who may be considering a return to the labor force. It is a series of four lessons designed to aid the participant in assessing the areas in family life where problems may occur as a result of her decision to enter or reenter the job market, and in making the necessary adjustments. The course also includes a bibliography of materials related to career planning.

The first lesson, entitled, "So You're Going to Work?" focuses on family relationships and values assessment. The second lesson, "Saving Time, Saving Money," deals with home management techniques. The third lesson, "Plan Well, Dress Well," focuses on consumer education in the area of clothing and offers helpful hints on selection of appropriate working attire. The final lesson, "Convenience Foods," offers guidance in judging convenience foods according to their preparation time, cost, nutritional value, quality, and overall acceptability to the participant's family. The lessons, mailed out each week, include a variety of homework assignments and space for evaluation comments, which are due the following week. The total time for course completion is eight weeks.

EVALUATION

Evaluation of the correspondence has been conducted by means of a follow-up questionnaire. Ninety percent of those who have completed the course rated it either good or excellent. The evaluation feedback on the day-long seminars was also considered quite positive.

Managerial Skills for Women
Management Education Department
Rutgers University
New Brunswick, New Jersey 08903

PROGRAM GOALS Personal growth; Vocational skill training (Management skills for women).

PROGRAM SIZE AND TARGET POPULATION The program is designed exclusively for women; approximately 140 participants attend the seven scheduled courses. Eighty percent of the participants are white, 10% black, and 10% Spanish-speaking. The majority of the participants come from the greater New York metropolitan area, as well as the Philadelphia and Washington, D.C. areas. Participants tend to be from middle to high income backgrounds.

The program is designed for women who are in management and wish to develop their managerial skills, who are newly appointed managers, who hold supervisory responsibility and those who are being considered by their organization for managerial positions. Participants are self-referred or selected by their organizations to participate.

YEAR STARTED The program was begun in 1971.

STAFF Administration of the program is under the leadership of a coordinator whose responsibilities include the selection of faculty, planning and sequencing seminars, and developing program objectives. The coordinator and all other staff members hold degrees in areas relevant to the management field such as business and adult education. Additional experience in the management development field is required.

FACILITIES, MATERIALS, EQUIPMENT All of the program's seminars and workshops take place at the Continuing Education Center for Adult Education on the Rutgers University campus. The Center is specifically designed for the residential participation of adults and all instructional activities, housing, and meals are carried out in the one facility.

Instructional materials used for the program's activities are both commercially produced and faculty-prepared. The program provides its participants with a bibliography of readings in the management field, some of which are required to be read before attending the seminar. In addition to these materials, the program utilizes three commercially produced films, "51%," "Are You Listening?" and "Managing Time." A Leadership Opinion Questionnaire and a faculty-prepared "El-Meligi Sentence Completion Test" serve as part of the program's testing process, as well as the Allport-Vernon-Lindzey "Study of Values."

MAJOR FEATURES The Managerial Skills Program of the Rutgers Management Education Department was designed to meet the needs, dramatically changing roles, and resultant problems women face today. The program affords women in management and those considering management careers the chance to come together to share experiences and new viewpoints candidly, while augmenting their managerial skills.

The program is divided into two phases: the pre-seminar and the residential seminar. In the former phase, participants are assigned specific readings and projects in management. Here, the groundwork is laid for the activities and instruction of the second phase. The residential seminar, phase two, is one week long and held on the Rutgers campus. The objectives of this phase are: 1) to use the experience of the participants to examine the barriers that women face in light of the reality of the world of business; 2) to teach the basic functions of management and how they can be applied to improve efficiency and effectiveness; 3) to provide women with a conceptual framework of the tools and skills of management and to create a training experience that tests these concepts; and 4) to encourage the participant to analyze her own performance and to be motivated to pursue a program of self-development beyond the residential program.

The program encompasses a series of all-day, informal meetings. Topics include "The Philosophy of Management," " Goal Setting and Time Management," "Affirmative Action," "Essentials of Effective Communications," "Developing Your Personal Management Style," "Creative Problem Solving and the Decision Making Process," and "Self-Awareness and Managerial Effectiveness." The program emphasizes the experiential nature of the learning process and provides the participants with many opportunities for interaction with the faculty and among themselves. Taking a constructive as opposed to instructive approach, the program makes use of films, group dynamics, and small group activities.

The total cost of the one week program is $375.00 per student. This fee includes registration, pre- and post-seminar materials, lodging, meals, and all instructional materials.

EVALUATION

The program is evaluated by its coordinator and individual faculty members. Students submit evaluations of the program as a whole and of each instructor. They are also asked to submit suggestions and recommendations for the improvement of future programs.

The evaluation results have shown that the program has met the needs of its participants, helping them to to develop their managerial skills as well as their self-awareness and confidence to progress in the world of business.

Nassau County Women's Services
One Old Country Road, Room 590
Carle Place, New York 11514

PROGRAM GOALS

Entry or reentry into the job market or educational institution; Career decision-making; Vocational skill training; Flexible careers/schooling.

PROGRAM SIZE AND TARGET POPULATION

This program serves approximately 1,000 women in Nassau County annually, 80% of whom are white and 18% of whom are black. Services are offered to all residents of the county. Clients are agency referred and self-referred on the basis of television, newspaper and brochure information. They come to the program from varied economic backgrounds with the majority coming from the middle income range.

YEAR STARTED

The program was started in 1966 in response to and as recommended in a county executive's committee study concerning the retraining and reeducation of women, with a focus on widening employment opportunities.

STAFF

The program is administered by an adviser to the County Executive on Women's Services. The program staff includes six full- and one part-time guidance counselor, a certified business education teacher and secretarial and clerical support staff. The counselors offer vocational guidance and counseling, provide testing services, and maintain a browsing and lending library consisting of books and periodicals concerning women and work for information and referral purposes. The business education teacher is responsible for conducting a Secretarial Refresher Course.

FACILITIES, MATERIALS, EQUIPMENT

Nassau County Women's Services is one of the county government offices. The agency also maintains two branch offices offering the full line of services and is operating a vocational rehabilitation program for women inmates at the county jail. Commercially-prepared vocational interest tests are available for clients' use, as is an extensive library concerning private and public employment agencies, schools and institutions, their fees, kinds of job listings or courses and other pertinent information concerning women and work.

MAJOR FEATURES

Nassau County Women's Services is an official county agency whose primary purpose is to assist women who want to enter or return to the working world or continue their education. The program offers counseling services to women who are seeking direction in employment and/or education on an individual basis, by appointment only. The function of the counselors is to help clients assess their own needs and abilities and to plan a direction that is both realistic and self-fulfilling. Test administration and interpretation is made available through the counselors when appropriate.

The program provides up-to-date information on the local labor market, careers for women, educational and vocational training, and college programs. This information is available, at no cost, to all women residing in the county. It is intended primarily to help women evaluate their own potential and to find the best solution to their individual needs. While it is expressly not a training school or an employment agency, it does offer a job information and referral service, thereby serving as a clearinghouse of information helping women in search of jobs and familiarizing businesses, professions, and agencies with the needs and abilities of women.

The vocational rehabilitation program offered for women inmates at the county jail provides pre-release vocational counseling and post-release activities involving job training, job placement, group counseling and referrals for such supportive services as day care, transportation, legal assistance, and medical aid to approximately 90 women a year.

Other services provided by this program include a secretarial refresher course in stenography and typing designed for women who were once secretaries and would like to brush up on their skills, and an internship program for graduate students in counseling.

EVALUATION

Evaluation in the form of follow-up questionnaires sent to clients has been conducted with favorable results. The agency has continued to grow in size and scope of services since its inception.

Rockland County Guidance Center for Women
10 North Broadway
Nyack, New York 10960

PROGRAM GOALS

Personal growth; Entry or re-entry into educational institutions or the job market.

PROGRAM SIZE AND TARGET POPULATION

The program provides indepth counseling to approximately 500 people per year, and serves an additional 1000-1500 people per year through single contacts (e.g., career days and workshops). Between 80 and 85% of the participants are women. Approximately 83% are white, 13% black, and 4% Spanish-speaking. Most of the participants are from small towns in Rockland County or New York City suburbs. They are drawn from all income levels, with 20% on welfare and 20% having incomes greater than $20,000 per year.

Although the program's first commitment is to meet the needs of women for educational/vocational guidance and counseling, it also serves men and youth. Approximately 60% of the participants are self-referred to the program through friends, local news media, or program mailings. The remainder are referred by social service agencies, college counselors, private therapists, mental health clinics, or other groups.

YEAR STARTED

The Center opened on November 7, 1966 as a part of New York State's program of services for women. It is a non-profit, educational and vocational counseling service sponsored by the County of Rockland as an agency of Rockland Community College.

STAFF

There is a Director who has overall administrative responsibilities for the Center. A Community Advisory Committee representing area employers, educational institutions, social agencies and interested citizens helps plan programs and policies. There are six part-time counselors and varying numbers of graduate student interns who conduct personal growth seminars for 10-12 people; administer interest and aptitude tests; and provide personal, educational, and vocational counseling on both an individual and a group basis. The counselors must have at least a Master's degree in guidance or counseling; experience in working with adults; and, if possible, personal experience relevant to the concerns of women and persons seeking career change. Three lay counselors provide outreach contacts.

A wide variety of community people supplement the Center staff. Faculty from Rockland Community College provide instruction in certain seminars; representatives of business, industry, and the professions participate in workshops or serve as career advisors on an individual basis; and volunteers operate an employment service for people over 60 years of age.

FACILITIES, MATERIALS, EQUIPMENT

Most of the program services and activities take place in the Center's own facility, a satellite of Rockland Community College. Other community facilities are used for large workshops and for the outreach aspects of the program (e.g., libraries, day care centers, churches, and a prison). Materials used include interest and aptitude tests; tapes of the program's career workshops, and a Center-maintained library of both local and more general educational and vocational resources and opportunities.

MAJOR FEATURES: The Center offers a wide range of services designed to help clients realize their potential in whatever way is most appropriate for them. The total amount of time any individual spends in contact with the program depends on the specific services used. There are variable fees for counseling and testing. Workshops and career days are free to the public.

A one-semester human potential seminar offered in conjunction with Rockland Community College's Continuing Education Special Opportunities for Women helps participants examine their current self-concepts and explore potential career and life roles.

Career development workshops are designed to explore educational and career opportunities and solutions to problems of entering, re-entering, or changing employment; they may include visits to various work settings. In addition, career information sessions on specific careers provide details of the requirements, duties, and current issues in those fields. Clients who wish to discuss a particular career with an adult currently working at it may consult at no charge with people who have agreed to serve in this career advisor capacity. The career information library maintained by the Center is also available for use at no charge.

Vocational, educational, and related personal counseling are offered on an individual basis by appointment, with a variety of interest, aptitude and other personal assessment tests available as desired. The Center also schedules group counseling with small numbers of clients who share common concerns.

The Center has a community outreach program which includes educational and vocational counseling for people in low income areas and the county jail. There is also a volunteer-operated free employment service offered to people over 60 years of age who want either part- or full-time employment. Finally, the Center periodically presents career information programs on radio or TV, and there is a walk-in rap session every Monday noon so working people can come in on their lunch hour to see what services the Center offers.

EVALUATION: The program was professionally evaluated at the end of its first two years, and it has also been evaluated by graduate students. The Center routinely sends out a questionnaire for client evaluation after counseling, and visits by personnel from other counseling or women's centers are also used as sources of input to revising procedures or starting something new. The success of the Center in meeting its objectives has been demonstrated by many people who have found new life-styles and new ways to fulfill career goals. The Center is accredited by the International Association of Counseling Services (American Personnel and Guidance Association), and is reviewed as part of the college's evaluation by the Middle States Association in their regular accrediting procedures.

Guidance Seminars for Women
Office of Continuing Education
107 Bivins Building
Duke University
Durham, North Carolina 27708

PROGRAM GOALS Career decision-making; Personal growth; Flexible careers/schooling.

PROGRAM SIZE AND TARGET POPULATION The program is aimed at and serves approximately 500 women a year from in and around the Durham area. Ninety-five percent of the participants are white and almost all come from the upper income bracket. Participants are self-referred on the basis of brochures distributed in the mail and extensive publicity in the various local media.

YEAR STARTED The program was started in 1969 as part of Duke University's Women's College.

STAFF The program is administered through the Assistant Provost's Office and is staffed by a director and associate director and a counselor, as well as several volunteer coordinators. They are responsible for conducting several regularly scheduled small group guidance seminars and for administering and interpreting tests and inventories. The program also offers several day-long conferences which feature guest speakers, panel discussions involving local educators and employers, and a series of workshops on related topics conducted by the program staff.

FACILITIES, MATERIALS, EQUIPMENT All program activities take place in University facilities. Materials utilized include printed handouts from various sources and commercially available vocational interest and aptitude tests.

MAJOR FEATURES New Directions is a guidance seminar for women which seeks to answer the unique problems and needs of career development for women. The components of the seminar--course content, resource aids, independent activities, community and professional role models, staff personnel and the counselor--are designed in combination to assist the participant in developing a variety of options and opportunities for career development which reflect her own value orientation.

The seminar lasts ten weeks. Participants spend two hours a week in a small group session and are expected to spend an additional three to five hours a week of their own time completing weekly aids, exercises, self-evaluations, and readings. Enrollment is limited to twelve women. A course fee includes the cost of books and publications, administration and interpretation of tests and inventories, and two individual conferences with the counselor.

A second New Directions seminar for married women includes husbands in the decision-making process. The substance of this seminar for wives is the same as that above, but a dialogue between wives and husbands is structured in three additional sessions: one in which the husbands meet as a separate group; one in which men and women, with no spouses together, discuss issues; and one in which husbands and wives meet together.

A day-long conference entitled Second Careers for Women is offered to explore opportunities for college educated women who wish to combine career and family responsibilities; to encourage employers to assimilate women in responsible positions; and to promote greater flexibility in employment patterns. This conference features a keynote speaker whose address is followed by twelve workshops representing different areas of employment. Each is led by a panel composed of local educators and employers discussing their respective fields and giving women perspectives on new opportunities. Workshop topics include teaching, social work, communications, library sciences, fine and applied arts, law, politics, business and finance, health science, physical sciences, engineering and mathematics, and computer science.

A second conference entitled Women in the Middle Years focuses on how women can achieve their goals of active participation in the social, intellectual and business life of the country. A keynote address is followed by a series of workshops designed to help individuals develop skills and promote personal growth.

EVALUATION

The seminar programs are being evaluated through participant evaluations submitted at the final session. The results have been generally very favorable. The conferences have also been deemed quite successful in terms of both client and resource personnel participation.

Project EVE
Cuyahoga Community College
2900 Community College Avenue
Cleveland, Ohio 44115

PROGRAM GOALS	Entry or reentry into the job market or educational institutions; Career decision-making; Personal growth; Flexible schooling/careers; Survival skills.
PROGRAM SIZE AND TARGET POPULATION	The program serves about 800 women a year from in and around the Cleveland area. It has a 10 to 12% black enrollment. Participants are self-referred. All women are eligible and they come to the program from a wide range of educational and economic backgrounds.
YEAR STARTED	Project EVE was started in November 1966, with funds provided through the Ohio Board of Regents under Title I of the Higher Education Act and with a grant from the Greater Cleveland Associated Foundation. Additional funding was provided by Cuyahoga Community College for the initial period of three years. In 1970 it was totally funded by the College as part of its Community Services Division. In 1973 it became a charter participant of Catalyst, a non-profit, national organization devoted to expanding employment opportunities for college-educated women who wish to combine career and family responsibilities.
STAFF	The program is staffed by two qualified, experienced counselors. Their primary responsibility is to provide individual and group educational and vocational counseling services to women. They are also responsible for developing large group seminars, an annual career institute fair for women, speaking engagements, and gathering career and job information to maintain a library and an up-to-date referral service. The program staff is augmented by volunteers and a variety of guest speakers and workshop leaders from businesses and agencies kept in close contact with the program by the staff.
FACILITIES, MATEIRALS, EQUIPMENT	The project has offices with space for small-group seminars at the community college. For its large-scale meetings and events it has access to the student center and a local department store auditorium. The program makes use of career literature from government, professional, non-profit, and commercial sources; commercially-prepared interest and aptitude tests; and counselor-prepared questionnaires. Periodic brochures listing the various activities and services help to recruit new participants and keep the community informed.
MAJOR FEATURES	Project EVE is an educational and vocational counseling service assisting women who seek to develop and implement immediate or long-range plans and make informed decisions about directions to take in education, volunteerism, and employment. EVE's basic program includes individual counseling; three group series--Today's Careers, Decisions Toward New Directions, and Testing for Self-Knowledge; an annual Fall Career Institute Fair for Women; a career information library; cooperative inter-agency programs; and referral services. All programs and materials are designed and developed to help women evaluate personal situations,

interests, goals, values, and motivations; and to provide information on opportunities in employment, education, and career-related volunteer work.

Today's Careers is a specialized series of five 2½-hour sessions and individual counseling which presents information on career opportunities, educational requirements, and a long-range evaluation of employment prospects in various fields. Course topics also include job finding techniques, resumes and interviews. Decisions Toward New Directions, a group discussion series, is designed for women interested in personal growth; a better understanding of themselves and their relationship to others; and planning for present and future activities related to education, volunteerism, and employment. Testing for Self-Knowledge consists of four 2-hour sessions which are devoted to group administration and interpretation of an interest inventory, a work values inventory, and selected aptitude tests. In addition to a group discussion of the meaning of test results and how they relate to career choice, each participant is given the opportunity for an individual interpretation. While there is a small fee charged for each of the group series, all other services, including individual counseling, are free. In addition to registered participants, many other women received counseling and referral services by telephone. On a community level, program objectives include working cooperatively with institutions and agencies to inform and to sensitize the community concerning women's needs by means of seminars, consultation, speaking engagements, and radio and TV programs.

EVALUATION

The program has been positively evaluated informally and in participant questionnaires for the group series and the career institute fair for women. A follow-up questionnaire sent to a small sample of group counseling participants had a 75% respondent rate. It showed that about 80% of these were attending classes or planning to further their education, 45% were employed while 32% were still seeking employment.

EVE also initiated the planning for the Greater Cleveland International Women's Year Congress held at the Convention Center. With approximately 140 workshops, over 200 exhibitors, nationally known speakers, and an estimated attendance of 45,000, the Cleveland Congress has been called the largest and most significant in the nation.

Counseling and Resource Center for Women
Division of Continuing Education
Columbus Technical Institute
550 E. Spring St.
Columbus, Ohio 43215

PROGRAM GOALS Personal growth; Entry or reentry into educational institutions or the job market; Career decision-making; (Special emphasis on nontraditional careers for women)

PROGRAM SIZE AND TARGET POPULATION The program serves approximately 1,200 women per year. Sixty-one percent of the participants are white, 35% are black, and the rest are from other ethnic groups. Over 75% are drawn from the inner city, residential areas, and suburbs of Columbus, with the rest drawn from nearby cities and rural areas. Forty percent are from low income groups, 40% from middle income groups, and 20% from high income groups.

The program is offered as a community service to women in the central Ohio area and is open to all adult women, regardless of age and regardless of whether they are currently attending or planning to attend Columbus Tech or any other academic institution. Women learn about the program through a variety of means, including workshop announcements and Columbus Technical Institute course catalogs.

YEAR STARTED The Center was started in 1972 as a program of the Division of Continuing Education at Columbus Technical Institute.

STAFF The Director of the Division of Continuing Education has administrative responsibilities for the Center. She is also responsible for developing and coordinating program services, which include counseling, testing, workshops, conferences, special seminars, and both credit and noncredit courses. In coordinating these activities, she develops contacts with a variety of potential resource people in the community, Columbus Technical Institute, and other academic institutions.

Faculty and staff of Columbus Technical Institute, the Ohio State University, and other academic institutions serve as course instructors, speakers, and group leaders at conferences and workshops. People from various social service organizations, businesses, and industries also serve as speakers and group leaders. There are four staff counselors who provide personal counseling, academic pre-admissions counseling, career counseling, and a variety of interest and ability assessment and testing services at the Center. Center staff also serve as consultants to help develop and present programs elsewhere, e.g., at other two-year colleges in Ohio.

FACILITIES, MATERIALS, EQUIPMENT The Center has its own office space at Columbus Technical Institute. Program activities take place here; at other Columbus Technical Institute facilities; and at various community, business, and industry locations. Materials used include staff and instructor-prepared brochures and handouts, commercial texts and reference materials, films, and a variety of commercial testing and assessment materials.

MAJOR FEATURES The goal of the Center is to help women of the greater Columbus area to explore a variety of educational and other career-related opportunities. Concern for each individual woman and her particular goals are the main objectives of the program, which offers the following services: individual counseling, career exploration workshops, community contacts with local people in a variety of professions, career testing, pre-admissions educational counseling, special seminars and noncredit courses, degree-oriented credit courses, women in management seminars and community seminars (traveling seminars), library resources, and speakers bureau (lists of local people available to speak on various subjects relevant to women's concerns). The Center is open 5 days a week during regular working hours, with additional counseling services available Monday through Thursday until 10:00 pm and some weekend hours. The number of hours any given woman spends at the Center or other program activities depends on her particular needs and the specific activities. Conference and course fees vary. Counseling at the Center is free, unless testing is given. Courses, seminars, conferences, and workshops are offered at various times during the day, evening, and on weekends. Recent topics and programs have included the following:

Career Options Workshop for Women - This is an evening course designed to assist women in exploring career opportunities that have traditionally been closed to them, and the educational opportunities necessary for support of these careers.

Management Skills for Women - This is a Saturday seminar with speakers and small-group discussions covering topics for women interested in management careers.

Campus and Career Day for Women - This is a Saturday program co-sponsored in the past with the Ohio Girl Scout Council. After a presentation on employment projections for women in the 1970's and 1980's, participants choose several small-group sessions providing information on different career areas.

Additional programs are a Saturday seminar on Dynamics of Problem Solving and Effective Decision Making for Women in Management, a summer Career Explorations for Women program for daughters aged 10-17 of welfare recipients, a one-day Assertive Awareness Workshop, a one-and-a-half-day Training the Assertive Trainer seminar, a half-day workshop titled But Can She Type?--The Nitty Gritty of How to Get or Change a Job, and a half-day educational options exploration workshop titled Education Could Be The HEART of Your Future.

EVALUATION

Evaluation is accomplished primarily by means of questionnaires which participants complete at the end of each course, conference, or workshop. They are asked to evaluate which aspects of the course or program were most and least beneficial, and in what ways the service could be improved. In a recent evaluation of the Campus and Career Day for Women, 37 of the 39 participants who completed questionnaires said that the program had been rewarding. The overall response to the Center has been quite positive, and the women's requests for more services and programs resulted in plans to increase services by 25% during 1975-76.

Women's Programs
Oregon Division of Continuing Education
1633 S.W. Park Avenue
Portland, Oregon 97207

PROGRAM GOALS

Entry or reentry into the job market or educational institutions; Flexible careers/schooling.

PROGRAM SIZE AND TARGET POPULATION

The Women's Programs serve approximately 250 individuals each year, 90% of whom are women. The participants are primarily white, from middle- and upper-income backgrounds, who reside in the residential areas and suburbs of Portland, Oregon. Participants come to the programs on their own initiative. They learn about the programs from brochures and radio announcements, and the programs are also listed in the yellow pages under Women's Education.

YEAR STARTED

The Women's Programs began in 1966.

STAFF

The programs are sponsored by the Oregon Division of Continuing Education. They are staffed by three women: a Coordinator, an Assistant Coordinator, and a Counselor. The staff has had professional training in counseling, education, and social work. They must have a warm and accepting attitude as well as a comprehensive knowledge of the community and its resources. In addition to leading group workshops and providing individual counseling and test interpretation, the staff is responsible for acquainting the community with the program through speeches and publicity in the media.

FACILITIES, MATERIALS, EQUIPMENT

Program activities take place in the buildings of the Oregon Division of Continuing Education as well as in community facilities. Commercial standardized tests are used, and other workshop activities and materials are prepared by the staff.

MAJOR FEATURES

The seven overall objectives of the Women's Programs are to: 1) provide an atmosphere of acceptance and concern where the counselee feels encouragement; 2) assist the counselee to recognize problems which are deterrents to sequential progress in personal development; 3) evaluate present and future goals; 4) evaluate capabilities, skills and interests; 5) assist the counselee to make decisions (in the areas of education, employment, volunteer activity, educational enrichment, present situation); 6) establish commitment to purpose; and 7) generate enduring modes of behavior.

There are several different programs which are offered. One workshop entitled It's Your Career deals with an individual's interests, talents, ambitions, likes and dislikes, and need for further education and training. It is taught three times a year and each session includes four evening meetings. Each participant takes a complete battery of Vocational and Interest tests and receives a computerized personal portfolio. Discussions are held among the workshop participants and with other employed persons to exchange information and ideas. Individual, private counseling is also provided to evaluate all tests and make plans for immediate and long-range goals.

A second workshop is entitled Search and Discovery: New Directions. This is a series of six sessions designed for women who are looking for that "next step" whether it be going back to school, entering the labor market, or developing a plan for personal enrichment. The activities and topics include: exploration of alternatives, small group discussions with other women sharing similar concerns, aptitude and interest testing, decision-making skills, and the workshop culminates with an individual planning session. The class meets once a week for three hours over a six-week period.

Volunteers in Educating Woman (VIEW) is an outgrowth of the Search and Discovery workshop. Women who have participated in the workshop are invited to join VIEW, which operates a referral center to help women learn about the academic and vocational resources available in the Portland area. This information is given through workshops and classes, phone calls, a newsletter called "Viewpoint," news spots, and a once-a-week radio program. For organizations, VIEW also operates a Speakers Bureau on women's education and other related topics.

A unique aspect of this program is Project Reentry, a work experience internship program for women. Project Reentry consists of a three-month, 20-hour-a-week internship placement. The program is sponsored in cooperation with local employers and small stipend payments are available to the participants. It is particularly valuable for women who have never worked and need job experience, who want to update their job credentials, translate volunteer experience into employer's terms, or who need a transition time in reentering employment.

EVALUATION

The programs are evaluated by obtaining information from both the counselor and the counselees. Each counselee is sent a questionnaire at the conclusion of each workshop to determine how helpful the program was and if counselees are able to maintain the gains they make. Ninety-five percent of the returned questionnaires are very positive. Program staff also evaluate the program by observing the number of referrals made by previous counselees. This number has increased steadily.

Parents' Action Council (PAC) Confidence Clinic
393 S.E. Rast Court
Roseburg, Oregon 97470

PROGRAM GOALS

Personal growth; Job getting and maintenance skills; Survival skills.

PROGRAM SIZE AND TARGET POPULATION

The program serves 80 to 100 adults each year, 100% of whom are women. Approximately 98% are white, all come from low income levels, and a large portion of these are female heads of households. Many clients are referred by agencies such as the Children's Service Division, Vocational Rehabilitation, Probation Parole, etc. Other potential clients are reached through a Service Advocate Program. The service advocates are individuals receiving aid for dependent children (AFDC). They engage in face to face outreach with welfare recipients in the community in an effort to persuade them to enter the program. Word of mouth also brings many adults to the Center.

Upon referral, potential enrollees are interviewed by the Clinic staff. Every effort is made to screen people in rather than out. Participation is contingent upon a knowledgeable choice on the part of the client.

YEAR STARTED

In January 1971 the first Confidence Clinic was begun.

STAFF

The Confidence Clinic is administered by the executive board of the Parents' Action Council, a nonprofit corporation whose voting membership is restricted to people who are receiving or have received within the past year aid to dependent children. The corporation also operates two day care centers and a high school program. There are four individuals on the Clinic staff. The administrative director is responsible for day-to-day operation, maintaing necessary relationships with all appropriate agencies and organizations, and for developing recruitment and screening procedures for enrolling participants. The administrative director is assisted by the program coordinator who also participates in all program activities and maintains progress records on all enrollees.

The skill development specialist/secretary and program aide complete the Clinic staff. Both participate in all program activities and perform some clerical tasks. The skill development specialist/secretary coordinates the recruitment and scheduling of skill training instructors as needed, and the aide ensures enrollee participation through provision of transportation and through follow-up of absenteeism.

A fundamental job requirement for staff is that they have directly experienced most of the situations thatthe enrollees are confronting. This shared experience is a crucial ingredient in the successful client-staff relationship. The staff act as catalysts in the group process.

FACILITIES, MATERIALS, EQUIPMENT

The Clinic is conducted in a typical "welfare rental," an older home with a comfortable atmosphere. Enrollees are directly involved in the maintenance repair and decoration of this facility.

The furnishings have been donated by the community. There are extremely low maintenance and rental costs.

Materials used in the Clinic activities are primarily staff and client prepared. Testing materials and GED preparations books have been provided by the local community college. Office equipment which is used in the classroom skill training is rented, and sewing machines used in the home economics portion of the program have been donated.

MAJOR FEATURES

The Confidence Clinic has six main objectives:

1. to establish self-esteem and motivation
2. to develop communication skills
3. to develop skills to compete in today's job market
4. to establish individual realistic goals
5. to act as a resource for training opportunities and placement, and
6. to develop parenting skills

Enrollees attend the Clinic from 9 A.M. to 4 P.M., five days a week, for twelve weeks. However, since every attempt is made to involve enrollees in community organization, the hours of attendance are not a complete indicator of the extent of the involvement of enrollees. Each enrollee receives child care payments, a transportation allowance, a $50.00 clothing allowance, and a $1.00/day incentive allowance.

Upon enrolling in the Clinic, clients go through an intake and assessment where personal barriers to success are identified and various tests are administered and interpreted. The three main phases of the program deal with Self image, Vocations, and Personal growth. All activities in these phases involve group process with peers.

In the Self image phase, enrollees are helped to establish self-esteem, recognize inhibitive life patterns, modify inappropriate behavior patterns, discover personal resources, and develop realistic coping skills. The Vocational phase of the program deals with individual characteristics required by various occupations, good work habits, and establishing individual career plans. Clients are taught job search techniques by role playing job interviews and are required to interview various employers and turn in a report to the Clinic. Some clerical skill training is provided and Drivers Training is given on an as needed basis. The Personal growth phase deals with parenting skills, home economics, and community awareness. Upon completion of the program referrals are made to appropriate job training or placement agencies.

EVALUATION

All enrollees are followed-up 30 days after completing the program. When they enrolled, all participants were receiving welfare. The follow-up data show that within one year of program completion 75% of the participants are no longer on the welfare lists.

Leadership and Management Skills for Women
Office of Women's Programs and Special Services
University of Tennessee
804 Volunteer Boulevard
Knoxville, Tennessee 37916

PROGRAM GOALS

Vocational skill training; (Developing leadership and management skills in women).

PROGRAM SIZE AND TARGET POPULATION

The total activities of the Office of Women's Studies and Special Services reach 500-1000 people per year, 75% women. Approximately 80% are white and 20% black. Most are from middle income levels in the Knoxville area. The office aims to provide co-curricular programs primarily for women, especially in the areas of leadership development, career development, and sex role awareness.

The course on Leadership and Management Skills for Women serves approximately 60 women per year, and is aimed specifically at women who are interested in leadership and administrative roles. The women learn about the course from University catalogs and through word of mouth.

YEAR STARTED

The Office of Women's Programs and Special Services, which offers the course on Leadership and Management Skills for Women, was started by the University of Tennessee during the 1969-70 academic year.

STAFF

Administration of the total Office activities is the responsibility of a Coordinator of Women's Programs and an Assistant Coordinator of Women's Programs and Special Services. Their responsibilities include developing and coordinating new programs in response to student needs. They are assisted by three graduate students and two secretaries. The course on Leadership and Management Skills for Women is taught by the Assistant Coordinator.

FACILITIES, MATERIALS, EQUIPMENT

The Office's activities take place at the University Student Center, in University residence halls, or in community facilities convenient for the particular target population. The leadership course is taught on campus. Instructional materials used in the course include texts and other books on leadership, management, and affirmative action for women; as well as teacher-prepared handouts.

MAJOR FEATURES

The course on Leadership and Management Skills for Women is designed for women who are interested in gaining knowledge and skills required for effective performance in leadership and management roles. The main course objectives are: 1) to examine in depth the group process and the roles which individual members play in groups, 2) to develop an understanding of the influence of sex roles on leadership behavior, 3) to examine and experience effective communication patterns, and 4) to examine and experience various dimensions of planning, decision-making, and goal-setting. These objectives are based on the philosophy that the ability to lead can be learned by committed people who consciously and consistently expose themselves to the functions and processes associated with leadership behavior.

The course is a three-credit class which meets once a week for one quarter. Individual class sessions cover topics related to groups and communication, sex-role development, planning and decision-making, assertiveness training, conflict management, and various aspects of life planning and goal setting. Aspects of individual personality and situational factors that combine to determine effective leadership are examined, and the practical application of concepts and theories is stressed. Active class participation is required. Certain individual student exercises and experiments are conducted as part of the course, and the entire class is encouraged to take part in an optional physical fitness program. Each student is also required to present to the class a final project or activity which demonstrates her insight and competency in an area which has been covered during the course; this should be a competency the student has developed or improved during the quarter, rather than one the student already had. These projects are evaluated by the other students and the instructor. Final grades are assigned on the basis of individual, mutually agreed-upon contracts with the instructor.

EVALUATION

The course is evaluated by written student questionnaires completed at the end of each quarter, and the results have been quite positive. Each class session is rated individually as well as by an overall evaluation. The consistent criticism and suggestion is that the course should be expanded.

Women's Programs in Continuing Education
University of Washington
1209 NE 41st
Seattle, Washington 98195

PROGRAM GOALS

Personal growth; Career decision-making; Job-getting and maintenance skills; Entry or reentry into the job market; Flexible careers; Entry or reentry into educational institutions.

PROGRAM SIZE AND-TARGET POPULATION

Participants in the program come mainly from the residential and suburban areas of a major metropolitan city (Seattle, Washington). Most of the 5,000 to 6,000 participants per year are self-referred on the basis of catalogs and brochures offering brief course descriptions, registration procedures and fees. Virtually all the participants are white women in middle income families.

YEAR STARTED

The program was started in 1970 as part of the University of Washington's Continuing Education program

STAFF

The staff consists of a program director and several teachers and counselors. They are responsible for providing (1) educational and vocational counseling and testing services; (2) educational/vocational programs in the form of regularly scheduled non-credit courses (designed to assist women in defining life-goals, decision-making techniques, and life-span planning); and (3) academic advising, testing, and counseling services and career development programs.

The skills required by the staff include those needed for effective counseling, test interpretation, communication, program planning, and evaluation.

FACILITIES, MATERIALS, EQUIPMENT

The program is conducted at the University campus and in community and business facilities. It utilizes commerical and teacher-prepared tests, counseling and assessment tools, and University-supplied audio-visual materials and equipment. The program also maintains a job information bank and library of current employment materials pertinent to the varied life styles and career opportunities for women in the community, including a guide to community resources in the areas of counseling, continuing education/vocational training, and employment opportunities. A job bulletin board is also maintained as a public services.

MAJOR FEATURES

At the beginning of each quarter (except Summer) a complimentary meeting is held for women in the community who have not previously participated in Women's Programs to acquaint them with the services and activities of the programs. Counselors, instructors, resource people, and other program staff are present to interpret the objectives of the courses and services of the program, and to advise prospective clients about the activity best suited to their immediate needs. A questionnaire survey is conducted to give those attending this meeting an opportunity to identify the needs of mature women from the client's perspective and evaluate the program as they see it.

Women's Program in Continuing Education was established as an innovative approach to the solution of problems mature women encounter as they attempt to resume interrupted or changing vocational and educational plans. The program offers services of group guidance, individual academic advising, and both personal and vocational counseling and testing.

The basic elements of the group guidance component of the program include the definition of life goals, decision-making techniques and life-span planning. A variety of noncredit courses are offered in five or six two-hour sessions as vehicles for women seeking assistance with identification of personal resources and potential directions for further education, employment, or community service.

For career-oriented women, a sequence of career development courses, seminars, and workshops is offered. This sequence includes a general survey of employment trends and opportunities from the point of view of previous job or volunteer experiences and possible new directions, a course on the practical techniques of a job search, and one offering directed field research in the occupational field of the individual's choice, plus optional nonsalaried internship placement in a supervised work situation. This sequence utilizes both community resource people and vocational testing materials quite extensively.

The program also offers courses dealing with specialized concerns and life decisions, for example, divorce, widowhood, and retirement. In addition to these course offerings, the program actively communicates and cooperates with other organizations in the area concerned about programs and services for women. The program staff serve as advisors, program consultants, resource people, and publicity disseminators.

EVALUATION

Planning and evaluation are carried out concurrently for every activity and for the overall program in light of the program's goals and objectives.

Follow-up client evaluation surveys are conducted on a sample basis by mailed questionnaire, telephone interview, and personal interview. The results from self-reports on participant evaluations demonstrate very high levels of satisfaction, degree of learning, and improvement in self image.

For other programs where 75% or more of the participants are Women, see:

Program	Page
"English On Wheels" and Bilingual Adult Program Salinas, California	71
Spanish Speaking Women ESL/Vocational Training Program San Diego, California	73
Title III: Higher Education Career Center Newark, New Jersey	85
Consumer Homemaking Program (ECHO) Hempstead, New York	89
Human Resources Development Program Dallas, North Carolina	91
Human Resources Development: Orientation and Motivation Kinston, North Carolina	93
Home and Family Life Program Dallas, Texas	97
Career Counseling Program for Adults Newtown, Pennsylvania	119
Home/Community Based Career Education Model III Providence, Rhode Island	123
Career Development Center Alderson, West Virginia	153
Career Decision Making Butler, Pennsylvania	181

Since many programs for women are involved with the process of mid career change, also consult the programs listed for Mid-Career Changers.

Programs for Ethnic Minorities

A Career Decision-Making Model Utilizing Adult Basic Education and Career Counseling for the Under/Unemployed Adult

2627 Hall Avenue, N.W.
Huntsville, Alabama 35805

PROGRAM GOALS	Career decision-making; Job-getting and maintenance skills; Personal growth.
PROGRAM SIZE AND TARGET POPULATION	People enrolled in the Huntsville Adult Basic Education program who are interested in improving their employability are referred to this program. It serves about 500 people a year, 60% of whom are women and 44% of whom are black. Approximately 78% of the participants are from low-income families and the other 22% are from middle-income ranges.
YEAR STARTED	The program was started 1 July 1973 as part of the Adult Education Program operated by the City Board of Education in Huntsville. It was developed to provide guidance in career decision-making for adults.
STAFF	The program staff consists of a program director, a coordinator/counselor, two counselors, a counselor/teacher, six paraprofessional aides, a secretary, and two consultants. The program director organizes and conducts staff education and is responsible for the supervision and management of the project. The major responsibilities of the coordinator/counselor are coordination of the Adult Learning Center with the home-based instruction program. The two counselors divide their time among recruiting participants, counseling clients with the program module, determining job and training opportunities, administering aptitude and vocational-interest tests, and training teachers in the use of the module. The counselor/teacher works closely with counselors in guiding and instructing adult learners and supervises the staff paraprofessionals. The six paraprofessionals are trained in such areas as providing individualized instruction; main training materials, records, and equipment; and acting as receptionists. The two consultants assist in planning and conducting workshops for the staff and in evaluating the program.
FACILITIES MATERIALS, EQUIPMENT	The program's activities are held in several locations. A learning center provides five rooms for group work and a large room with individual carrels adapted for audio-visual aids. A mobile van is equipped to provide similar services in the community and at the county jail. Evening adult education classes are held in two high schools and a retirement home. The three counselors maintain a portable office facility adjacent the learning center. Materials and equipment include information on occupations, educational programs and job finding, tests for job interest, and numerous audio-visual aids.
MAJOR FEATURES	Clients for adult education classes are recruited through brochures and a media campaign. Those adults interested in career counseling are assigned to a career counselor for an intake interview at which rapport is established and personal and family background information is gathered. In a subsequent series of small-group sessions, counselors use the program module in leading clients to ask themselves: (1) Who am I? (2) Where am I going? and (3) How do I get there? Clients are encouraged to establish their own objectives and accept responsibility for their own learning.

The program provides clients with educational and occupational information and interest and aptitude testing upon request. Using the personal background data, a counseling interview report, and the results of any tests, an individualized program is established through a cooperative effort between learner an instructor. Each program includes a list of necessary materials, the individual goals to be attained, a schedule for reaching these objectives, and a date for re-evaluation. The module emphasizes that career decision-making should be an evolving process rather than a one-time decision. The materials are designed for individualized use in order to contribute to the learner's growth and self-concept, though assistance is always available. Since learners progress at their own rates, the amount of time spent in the program varies. The final phase of the program is aimed at placing clients in educational and vocational training programs or jobs using the program's contacts with local business and industry, the state employment service, and the Veterans Administration.

EVALUATION The program was evaluated by the two consultants and two outside evaluators in terms of pre-set objectives and was deemed quite successful. Forty-two of the 193 learners (22%) passed the GED with an average advance of two complete grade levels for the entire group. In addition, 62% of those seeking a job found placements and 67% of those seeking better jobs found them as a result of the program. Almost all of the participants held very positive attitudes toward the career counseling process.

Adult Vocational Programs
Division of Continuing Education
University of Alaska
Fairbanks, Alaska 99701

PROGRAM GOALS	Vocational skill training; Survival skills; Personal growth.
PROGRAM SIZE AND TARGET POPULATION	The program serves about 6,500 individuals annually. It is aimed at the low income (often subsistence level) native Alaskans in coastal and interior villages. Ninety percent of its participants are Eskimos and Aleuts. Ten percent are white; 60% are women.
YEAR STARTED	The program was started in 1971 by the University of Alaska's Division of Continuing Education.
STAFF	The program staff is composed of a program director and three traveling art instructors, each a skilled native artist. In addition to the permanent staff, local artists and craftsmen are located and hired all over the state to conduct classes in their areas of expertise. The program director is responsible for conducting a needs assessment survey throughout the state and for providing a number of credit and noncredit courses to meet these needs. The three traveling instructors are responsible for going into villages to conduct classes in their areas of expertise and for identifying artisans who can teach their skills or those who can teach such skills as typing, business management, marketing and merchandising.
FACILITIES, MATERIALS, EQUIPMENT	The program's classes and activities take place in homes, school buildings, and community facilities such as armories and churches, depending on their availability. The materials used include the necessary arts and crafts supplies, business machines, and a publication designed by the program staff to serve as a textbook in providing introductory business training for persons selling or buying Alaskan-made arts and crafts products.
MAJOR FEATURES	The adult vocational programs are designed to provide educational programs, improved economic status and better self-images for Alaskan Indian groups (Aleuts and Eskimos). The Village Art Upgrade Program is the major program. It consists of a variety of noncredit classes offered in rural Alaska. Individuals skilled in a form of native art are hired to teach their skills to other adults in the village in an effort to upgrade quality and increase production of native arts and crafts, which also serves to foster ethnic pride and positive self-images among the villagers Traveling instructors are also available to provide instruction or assistance when an interest or need is expressed. The primary goal of this program is to improve the economic status of those who earn all or part of their income from the production and sale of native arts or crafts items. So while individuals who want to acquire the skill necessary to produce saleable items can benefit from the program, much of the program emphasis is placed upon teaching sound self-employed business and marketing practices for which a textbook has

been specially prepared.

Aligned with this program are courses which teach typing, skills for various industrial jobs and the tourist trade, and one in land use and management.

EVALUATION

The program utilizes teacher and student evaluation forms to determine its success. The best indicator of the program's effectiveness is that it has tripled in size during its four years of operation. Much of this success is attributed to the program's emphasis on cultural heritage and ethnic pride.

La Puente Valley Adult School-Valley Vocational Center
15359 E. Proctor
City of Industry, California 91744

PROGRAM GOALS Vocational skill training

PROGRAM SIZE AND TARGET POPULATION The program serves approximately 16,000 people per year, 55% men and 45% women. Forty-five percent of the participants are white, 23% black, 27% Spanish-speaking, and the remainder are from other ethnic groups. Most come from the greater Los Angeles area and are from low income levels.

The program is designed to provide vocational skill training and counseling for the economically disadvantaged and for persons with rehabilitation needs related to physical, emotional, or mental disabilities. Roughly 700 rehabilitation clients are enrolled each year, with approximately 100 being deaf or hearing-impaired. Both the State Department of Rehabilitation and the State Employment Service refer clients to the program.

YEAR STARTED The program was started in 1965 by the Hacienda La Puente Unified School District.

STAFF Overall administration of the program is coordinated by the Director of Adult Education and the district Board of Education. A Vocational Coordinator and a Vocational Supervisor have administrative responsibilities for the vocational training programs. There are 77 vocational teachers responsible for providing skill training in their respective fields. The recommendations of industry leaders and organizations are used in recruiting teachers, who must have successful work experience as well as vocational education credentials. Many of the staff members are bilingual. In addition to the teachers, there are two trained work evaluators who review students' performance and help them assess their vocational training interests, aptitudes, and abilities in order to make appropriate occupational goal choices.

There are 13 staff counselors available at all times to provide vocational and academic counseling, including GED preparation and testing, and aptitude and interest testing. Two state counselors serve the rehabilitation students, and there is one counselor employed specifically for the deaf students who also supervises several interpreters for the deaf. A placement counselor from the state Employment Development Department is responsible for providing students nearing the end of their vocational studies with the state's available placement resources, including the Job Bank, a daily computerized listing of all jobs reported to the Department in Southern California. In addition, one vocational placement counselor staffs a telephone Career and Counseling Hotline and is responsible for providing immediate information to callers, e.g., on trends in the labor market, training requirements, and services available through state and local agencies.

FACILITIES, MATERIALS, EQUIPMENT All of the program activities take place at the Center's industrial-type facility. There is a basic education study lab for students who wish to obtain a high school diploma, a multi-media center which contains audio-visual teaching aids for use in individualized learning in the vocational areas, a Sheltered Workshop for certain rehabilitation students, and an on-campus employment office which is a satellite of the State Employment Development Department.

MAJOR FEATURES

The program's goal is to provide vocational skill training and counseling which incorporate the various motivations, desires, aptitudes, and backgrounds of its students, and which are geared to actual employment situations. It is designed to meet the students' career development and counseling needs at all stages from training selection through job placement.

Year-round open entry/open exit enrollment is featured in most of the vocational skill training programs, and students can tailor their programs and schedules to fit their specific needs. Many of the classes use programmed, individualized instruction which allows students to progress at their own pace. Courses are added or dropped throughout the year according to trends in the labor market. As part of its rehabilitation program for students with verifiable physical, emotional or mental disabilities, the Center offers a Work Evaluation Program which helps these students adjust to regular job situations. Students can spend up to two months trying out the various sample work stations which simulate actual employment conditions. The staff's work evaluators review and discuss the students' experiences and progress with them. At the end of the work evaluation period, a counseling session is held at which recommendations for further training are made. As far as possible, rehabilitation students are integrated into the regular training programs. Students who are not able to function in the regular programs are given special training in the Sheltered Workshop. Every effort is made to place all students in jobs upon completion of their training.

Academic and vocational counseling and testing are available to students throughout their participation in the program. The Center also offers a wide variety of supportive services, including free child care to those who are eligible, intra-district school bus service, various types of financial aid for those unable to pay the low tuition fees, bilingual staff, interpreters for the deaf available at all times, the removal of architectural barriers for the physically handicapped, English as a Second Language instruction, and the Career and Counseling Hotline. Vocational training and counseling services are offered Monday through Friday from 8 am to 10 pm, with some available on Saturday from 8 am to noon. Most of the supportive services are available day and night. The telephone Hotline is staffed Monday through Friday from 8 am to 4:30 pm, plus two evenings.

EVALUATION

Students complete written evaluations of the program, and Student Advisory Committees meet regularly to make recommendations related to their instruction. In addition, the Vocational Coordinator and Vocational Supervisor visit and observe each class daily. The Center keeps statistics on drop-out rates, placement rates, referral rates, and post-training job performance levels, with the goal of quickly identifying potential problem areas and taking remedial action. Various vocational advisory groups and government agencies confer with program staff and students and are encouraged to make recommendations related to the maintenance of high standards and training relevance.

Watts Skill Center
840 East 111th Place
Los Angeles, California 90059

PROGRAM GOALS

Vocational skill training; job getting and maintenance; Entry or reentry into the job market; Survival skills.

PROGRAM SIZE AND TARGET POPULATION

The program is aimed at and serves about 600 individuals per year, 94% of whom are blacks from low income families in the South Central area of Los Angeles. Sixty-one percent are men; 39% are women. Persons who are un- or underemployed heads of households or displaced from jobs because their skills have become obsolete are recruited by the Center or are referred to the program by the California State Employment Development Department, Department of Public Social Services, or other community agencies.

YEAR STARTED

The Watts Skill Center was established as part of the Los Angeles city public school system in June 1966, with the mandate to provide job skills and the capability to cope with a changing labor market and the complexities of modern society to the residents of South Central Los Angeles in need of this assistance.

STAFF

The program is administered by Los Angeles Unified School District officials and is staffed by an unspecified number of teachers and counselors. The teaching staff is responsible for developing individualized instructional packages to meet the needs of the clients, using the cluster concept of open entry/open exit on a year-round basis. These staff members are required to show competency in their fields by at least five years' success in their profession or industry. The qualities sought after in the staff include a sympathetic understanding of the trainees and their background. The counselors are recruited for their expertise in areas of demonstrated trainee needs. Counselors provide help with medical, mental, social, or legal problems that may hamper the trainee's participation in or completion of the training program.

FACILITIES, MATERIALS, EQUIPMENT

The Skill Center training takes place in one large industrial building and 20 portable bungalows. Cooperative training and work experience occur in various community agencies, business, and industrial facilities.

Materials and equipment used are those needed to teach technical education classes in nursing, automotive repair, sheet metal work, electronics, welding, and multi-clerical skills. Equipment and materials are also provided to maintain a learning laboratory.

MAJOR FEATURES

The program's objective is to provide each trainee with occupational skills for entry level employment in one or more clusters within an occupational area. In addition to vocational skill training, the trainees will receive orientation and training in vocationally-related communication and computational skills; behavioral and motivational development in the area of work habits, attendance, and social attitude; job finding techniques, including compiling a resume, work applications, grooming, test-taking and conduct in employment interviews; and employer-employee relations and responsibilities.

New trainees are given an orientation in which the rules, regulations, and standards of the Center are explained. Trainees are assigned a counselor who will work with them through completion of training. Career planning is provided in an interview with a counselor and a vocational instructor in which realistic goals are determined and training objectives set. Trainees are introduced to special staff members who explain to them the special counseling services available through the Center. Among these are (1) health counseling in the areas of drug use and abuse, alcoholism, abortion, nutrition, hygiene, high blood pressure, and family planning; (2) legal counseling on problems which range in complexity from driver's license renewal to assistance with probation or parole officers, pending court trials, a "do-it-yourself" divorce kit; and (3) veterans' affairs counseling to assist trainees who are veterans in gaining V.A. benefits. The counseling office also assists trainees in obtaining high school credits for their work and makes arrangements for GED testing after sufficient preparation in the learning laboratory. All trainees are tested to ascertain the beginning level for education classes or programmed study in the learning lab.

Trainees report to the vocational classroom for orientation to the equipment used, skills required, and scope of occupational areas. By the end of the second week, trainees are expected to reaffirm their interest in the area chosen, and vocational instructors are asked to evaluate the trainee's probability of success in training and job placement.

While it varies greatly, participants spend on the average 600 hours in training.

EVALUATION

The program has been evaluated through a variety of methods, the most important of which are the placement statistics and the follow-up studies relating to on-the-job success. Approximately 85% of those completing the training are placed within 30 days. Approximately 80% maintain sustained employment and many of these advance to supervisorial positions.

Leadership Training in Advocacy
691 Victor Way #3
Mountain View, California 94040

PROGRAM GOALS

Survival skills; (developing leadership skills for advocacy and community participation).

PROGRAM SIZE AND TARGET POPULATION

Approximately 100 participants are selected and recruited for this program each year by organizations within the Puerto Rican communities of five medium to large-size cities in the San Francisco Bay Area. Ninety percent are Puerto Rican; 10% are Chicanos. All are Spanish speaking. Approximately 70% are men. Seventy percent of the participants come from low income families and the remaining 30% come from families in the middle income range.

YEAR STARTED

The program was started in 1974.

STAFF

The program staff consists of an executive director, a secretary and three bicultural and bilingual community coordinator/trainers who have a first-hand knowledge of and are acceptable to the Puerto Rican community at large. The staff is responsible for developing and maintaining close contact with existing community groups and organizations. They offer some formal classes in leadership training and advocacy skills which utilize instructive materials and lectures by resource persons, but most instruction takes place on an individual participatory basis which combines teaching with actual, practical community involvement.

FACILITIES, MATERIALS, EQUIPMENT

Most of the program's activities take place in community facilities. The materials used include books and films that are donated by civic and cultural organizations and a series of teacher-prepared mimeographed materials.

MAJOR FEATURES

The major objectives of this program's approach are to train low income Puerto Ricans:

1. to assume leadership in their community;
2. to serve as advocates for the needs and wishes of their community; and
3. to become agents of their own socioeconomic development.

Some of the topics covered in group training sessions and teacher-prepared materials include community development, parliamentary procedure, proposal writing, community resources, and advocacy methods.

As program participants begin to develop their skills they are asked and encouraged to participate in community groups, organizations and functions, and to serve as social advocates for members of and groups within the community. All these activities are undertaken while participants receive training and advisory assistance from the program staff and its resource personnel. The program staff emphasize that it is best when the communities themselves plan and develop their own community functions and learning activities.

EVALUATION

The program is being evaluated in terms of its results and the success of the participants in organizing and improving the conditions of the Puerto Ricans in their community. One group of participants organized very quickly to become viable advocates. They opened a center through OEO funding, began publishing a newsletter, and solicited and received funds and materials from local business and industry. Another group of participants helped to form and organize a Puerto Rican Organization for Women which held a conference attended by 200 women.

Other groups have only recently been formed and are progressing more slowly, but considering that the program is only a year old the results have been deemed excellent by both the staff and advisory personnel.

"English on Wheels" and Bilingual Adult Program
839 S. Main Street
Salinas, California 93901

PROGRAM GOALS

Survival skills; Personal growth through improved communication (English as a second language and Spanish orientation classes in basic rights for resident aliens.)

PROGRAM SIZE AND TARGET POPULATION

Participants are recruited through neighborhood visits by mobile van unit, home visitations and by word of mouth. The number of participants is between 150 to 200 per year.

The program is aimed at the low-income Spanish-speaking adult population in one small city and two rural towns. Approximately 96% of the participants are Spanish-speaking with the remaining 4% being Oriental or Asian. Women make up approximately 75% of the participants, and men 25%.

YEAR STARTED

The program was started in February 1974 as a foundation supported adjunct to the Salinas Adult Day School ESL Program. It is sponsored by the Salinas Public School Board.

STAFF

There are currently six members on the staff. The program is administered by the director of the Salinas Adult School in conjunction with the program director. The program director's responsibilities include curriculum research and development, recruitment of participants, training and supervision of aides, and contacting and utilizing community resource personnel, as well as teaching and counseling.

In addition to the program director, there is a special media consultant who is responsible for the production of tape-recordings and video-tapes to be used as instructional material. The remaining support staff includes two full-time teacher/counselors (one in the community and one at a central classroom), a community organizer, and a bilingual secretary. A host of resource persons from schools, a community medical center, county welfare department, legal aid society, farm labor commission, department of motor vehicles, office of immigration and consumer protection agency have been available for consultation.

FACILITIES, MATERIALS, EQUIPMENT

"English on Wheels" operates and recruits out of a mobile van, but many of its activities take place in community facilities or private homes. The materials and equipment used include teacher-prepared oral language sheets, a tape recorder, video-tapes, and video taping and playback equipment.

They are publishing three booklets; two in English describing their orientation and oral language approach and one in Spanish which explains the basic rights of resident aliens. A 50-minute video-tape dealing with language miscommunications between Anglos and Mexicans is also being made available for lecture-demonstrations.

MAJOR FEATURES

This program was developed to supplement the ESL program and to help overcome the problems of high student turnover in the Adult Day School, the lack of emphasis placed on actual speaking needs in real-life situations, and the cultural gap that existed between the Anglos and the Mexican-American populations in the community.

The program utilizes a mobile van to contact Spanish-speaking members of the community and to help meet their language and basic survival needs in a relaxed, non-threatening atmosphere. The program is oriented toward researching "speaking-in-life" situations in six major areas: jobs and training, health care, local service agencies (including courts, housing, and consumer education), and family and personal problems.

The van is viewed as a means of developing a practical curriculum of "survival level" skills and teaching methods. The principle objectives of the English classes are to develop 1) self-teaching methods by members of families under the program's supervision, 2) a basic adult vocabulary connected to survival situations, and 3) new ways of approaching jobs and on-the-job training.

Toward these ends the program conducts small group orientation classes in Spanish in neighborhood homes. At these meetings the program is explained and leaflets in Spanish dealing with particular topics and questions are distributed, explained and discussed. The other purpose of these meetings is to help understand and communicate the problems, needs, and strengths of the different neighborhoods with an eye toward developing self-help projects. An attempt is made to research which problems are generic to the area and which are individual, to research student thoughts and attitudes in relation to their problems, and to determine which problems may or may not be adequately dealt with by adult education through the use of the van and community resources.

The program uses a number of innovative teaching methods, including oral language sheets, the acting-out of situations where English must be used, and the tape-recording and video-taping of typical encounters. The program then takes students into real-life situations such as stores, hospitals, and various service agencies to try out their skills and to interact with the Anglo community. The use of video-tapes is felt to be of particular value in bridging the gap and demystifying the world of its power to intimidate since it dramatically highlights areas of miscommunication. The video-tape is also taken to Spanish- and English-speaking community groups by the program director to begin a dialogue on communication problems.

EVALUATION

The Adult English program has been favorably evaluated by the ESL resource teacher in the school district and the Spanish curriculum in the community is being tested by direct follow-up contacts with students and with community businesses, services, and agencies. The feedback reports are given to students and teachers and are being used to further develop and refine the curriculum.

One early indicator of success is a significant enrollment increase in the adult school night classes for adults.

Spanish-Speaking Women ESL/Vocational Training Program
2277 National Avenue
San Diego, California 92113

PROGRAM GOAL Vocational skill training; Job-getting and job-maintenance skills; (English as a Second Language).

PROGRAM SIZE AND TARGET POPULATION This program serves approximately 50 individuals each year. All of the participants are low-income, Spanish-speaking women residing in the inner area of San Diego. Potential participants learn about the program through newspapers, television, and radio advertisements, but principally by word of mouth.

YEAR STARTED The program was begun in 1972.

STAFF The program is operated by the Catholic Community Services. A Director has overall responsibility for the program and is assisted by a Coordinator. There is a staff Social Worker who establishes and maintains a close relationship with participants. She gives them encouragement and makes home visits when necessary to help resolve personal problems. There is an educational counselor who advises students in what subjects to concentrate in in relation to their abilities, and a vocational counselor who helps participants evaluate their abilities and progress in relation to their job inclinations. A job developer analyzes the job market and identifies job opportunities for the permanent placement of those successfully completing the program. The program is also staffed by two teachers, four teacher's aides, and a bookkeeper. All staff are bilingual in English and Spanish.

FACILITIES, MATERIALS, EQUIPMENT Program activities take place at the Padre Hidalgo Center of the Catholic Community Services. The materials which are used are primarily staff-developed.

MAJOR FEATURES This is a nine month program for low-income Spanish-Speaking women in San Diego. The primary aims of the program are to teach the women English, then teach them clerical skills and then place them in a job. The women participate in the program for five hours a day, five days a week. During this time they are taught English as a second language as well as specific clerical skills including typing, filing, record-keeping, office machines, bookkeeping, and fundamental shorthand.

In addition to providing women with actual job skills, the program also teaches job seeking and maintenance skills. A weekly personal grooming class is held where the importance of personal grooming and poise in obtaining employment is stressed. Staff from personnel offices of various companies also come to the Center to discuss professional conduct and attitudes that are expected on the job. Instructions on filling out applications and what to expect when being interviewed for a position are also given. Participants are also informed of the education and experience requirements for different jobs.

Financial supportive services are provided for transportation and child care. Many of the women also have legal and medical problems and the social worker helps these women seek legal counsel and medical care.

Throughout the program the staff job developer works with the women and prospective employers to identify appropriate places of employment. Once women are placed on a job they still receive on-the-job counseling from the center staff. Many questions arise as the women adjust to their jobs and the program staff helps to answer them and facilitate the adjustment. Program staff also insure that affirmative action is enforced.

EVALUATION

Staff report that the program has uplifted the self-image of the Spanish-speaking female participants by teaching them to communicate with and in the English-speaking community. The women have also increased their self-sufficiency and self-respect by being able to obtain respected jobs. Of the women who go through the program, 85% are placed in clerical jobs.

Career Planning Center

Career Education Center, Continuing Education Program
Rancho Santiago Community College District
2116 W. Chestnut
Santa Ana, California 92703

PROGRAM GOALS Entry or reentry into educational institutions or the job market.

PROGRAM SIZE AND TARGET POPULATION The program serves approximately 2000-2500 people per year, 51% women and 49% men. Approximately 90% are Spanish-speaking. Most are from low income levels and are drawn from Santa Ana and surrounding cities.

The program is aimed particularly at Continuing Education students in ESL, GED, ABE and high school subject classes, although its services are available to anyone in the community or Continuing Education who would like assistance in her/his career search and career development.

YEAR STARTED The program was started in 1974 by the Career Education Center, a Continuing Education division of the Rancho Santiago Community College District.

STAFF Administrative responsibilities for the program are handled by the Coordinator of Guidance Services, with secretarial assistance. There are four staff counselors responsible for providing career counseling and testing to clients. Two of the counselors are also responsible for conducting the Career Planning and Orientation class which is a major part of the program. The counselors must understand the problems of the disadvantaged and be able to guide them toward realistic personal and career options.

FACILITIES, MATERIALS, EQUIPMENT The program's activities take place at the Career Education Center. Resources available to clients include college catalogs, testing, films, pamphlets describing various occupations, career exploration kits, and listings of local community resources for assistance in finding jobs. Instructional materials used in the Career Planning and Orientation class include a counselor-prepared orientation slide presentation; a counselor-prepared Adult Student Handbook describing the services of the Career Education Center (both Spanish and English versions are available); and a variety of materials and information sources related to labor market trends, occupational and educational programs, and general career development.

MAJOR FEATURES The two main goals of the program are 1) to develop student awareness of Continuing Education policies, procedures, programs, and services; and 2) to aid students in career exploration and planning. The staff has developed an Adult Student Handbook and a Career Planning and Orientation class to achieve these goals. The Handbook discusses the purposes of Continuing Education, its policies and procedures, and the various services offered by the Career Education Center. The Career Planning and Orientation class consists of four sessions, each approximately 1 1/2 hours long. The four sessions cover the following areas: 1) orientation to Continuing Education; 2) self-awareness and understanding of the career development process; 3) information on the world of work, labor market trends, and educational programs; and 4) planning a realistic educational program on the basis of information gained through awareness of self, availability of programs, and demands of the labor market. Individual career counseling is available on request.

Other services offered by the Career Education Center include child care while parents are in classes; free transportation to and from school; a career education reference library; bilingual driver education; bilingual classes to prepare for U.S. citizenship exams; educational, vocational, and personal counseling and testing; English as a Second Language classes; GED and high school graduation preparation; training in job-hunting techniques; and assistance to veterans. The Center also offers seminars and presentations on women's roles in society and the wide range of community services and job opportunities available in the area; these are open to all members of the community and make use of local people as speakers. The Center also sponsors cultural groups in the community. The Center is open from 8 a.m. to 10 p.m., Monday through Thursday, and from 8 a.m. to 5 p.m. on Friday.

EVALUATION

Students complete a written evaluation at the end of the Career Planning and Orientation class which assesses how well the course has helped them in developing their educational/vocational plans.

Government Employees Opportunity Program
College of General Studies
George Washington University
Washington, D.C. 20052

PROGRAM GOALS

Flexible careers/schooling; Entry or reentry into educational institutions; (Increase government employee effectiveness through additional education).

PROGRAM SIZE AND TARGET POPULATION

As of Fall Semester 1975, 86 employees of the Department of Environmental Services (DES), District of Columbia Government, have been exposed to higher education since the inception of the GEOP. Of these, some 24 students are eligible for degree candidacy through the College of General Studies. Participants are drawn from the greater Washington, D.C. area. Approximately 95% of all participants are black; 64% female; 36% male.

Participants are placed in the A.A. program by recommendation of the Director of the Office of Career Development and Training, DES, after career and academic counseling. They must have a high school diploma or an equivalency of diploma and be motivated to obtain a college degree.

YEAR STARTED

The program was started October 12, 1973 as a joint venture between the District of Columbia Government and George Washington University.

STAFF

Administration of the program is coordinated through the Director of the Office of Career Development and Training, by the Chief, Academic Division, with the Associate Director of D.C. Programs, College of General Studies, George Washington University.

Two DES staff members are responsible for counseling employees throughout the Department about the purpose and features of GEOP orientation. The College of General Studies provides two staff members to administer the program and furnish academic counseling. Additionally, the College provides from one to three instructors each semester, depending on requirements.

FACILITIES, MATERIALS, EQUIPMENT

The core curriculum for the A.A. degree in General Studies is conducted in DES facilities. Students are encouraged to take additional courses, as they are able, at other CGS locations; and to make up courses missed, in the case of late comers to GEOP, in neighboring institutions of higher learning. Materials used include college textbooks and teacher-prepared handouts.

MAJOR FEATURES

The purpose of the program is to increase DES employee effectiveness by upgrading employee academic achievement levels. Participants are encouraged to earn College credits and degrees. To help them in this, DES provides for part payment of tuition and allows participants up to eight hours per week of released time from work in order to attend classes.

Specific features of the program itself which are intended to facilitate DES employee participation include: individual academic counseling; generous transfer policies that allow previously acquired credits to be applied toward an Associate's or Bachelor's degree; 15 semester hours of courses to be taken before formal application is made for degree candidacy; and scheduling of courses at hours and locations convenient to the students, including off-campus and evening college classes. Participants may take any course offered through the College of General Studies. Academic counseling is available to help them decide on a specific degree program and the courses they need to obtain that degree. Participants may remain in the programs as long as it takes for them to complete all of the necessary degree requirements.

EVALUATION

Of the DES employees who originally entered the program, only a few have dropped out. On the basis of tests, teacher reports, and both individual and group counseling and critique sessions, most of the students have indicated that they enjoy and are sincerely committed to the program. Approximately two-thirds have indicated a desire to continue at least through an Associate's degree. The students see the program not only as an opportunity to improve their effectiveness on their current jobs, but also as a means of enhancing their possibilities for advancement to positions of increased responsibility in the future.

Vocational Education Outreach Program
Jefferson Community College
109 E. Broadway
Louisville, Kentucky 40201

PROGRAM GOALS Entry or reentry into the job market or educational institutions.

PROGRAM SIZE AND TARGET POPULATION Approximately 2,400 individuals participate in the program each year. They are 40% black, 60% white, and 70% female. Almost all come from low-income families.

YEAR STARTED The program was begun in January of 1972.

STAFF The program is staffed by 6 Career Advisors who serve at the program's Outreach centers on a rotating basis. One successful vocational technical student from Jefferson Community College assists the Career Advisor at each center. Whenever possible these student aides are placed in the center located in the area in which they live. This practice increases effective communication with program clients, for these students know the local area, its strengths and weaknesses, and they know the particular problems the clients face as they attempt to "upgrade" their style of living.

All Career Advisors and student aides attend a training workshop at the community college where the professional counseling staff of the college assists them in understanding the scope of their roles. Coordination and supervision of the Career Advisors and student aides is the responsibility of the professional counselor in charge of the disadvantaged program at the college. Her duties also include speaking to community groups about the program; advertising the centers' locations, purposes, and hours to the community; and maintaining contact and follow-up records.

FACILITIES, MATERIALS, EQUIPMENT The program operates in 17 outreach centers in the Louisville area. An effort is made to locate centers in areas most accessible to disadvantaged individuals. The centers make use of existing facilities such as churches and schools. The essential items of materials used in the Center are a program prepared handbook, the Occupational Outlook Handbook, a Metropolitan Community Services Directory, and career related films and slides.

MAJOR FEATURES The Vocational-Education Outreach Program is designed to provide information on the vocational-technical training opportunities in the Louisville area to those persons within the residential area in which a center is located, who, for one reason or another, do not venture out of that area for such information. Because of cultural differences and other social and environmental barriers, a significant segment of the community was not being reached by adequate vocational counseling services prior to the institution of this program. Each center provides clients with educational and vocational information about local training opportunities and serves as a referral agency to those training opportunities. Under the supervision of the program Coordinator, the Career Advisors Administer preliminary aptitude and interest tests designed to give some indication whether the individual should be referred to one of four programs: (1) the Jefferson Community College Career Workshop, (2) the Area Vocational School, (3) Local Manpower and Development Training Act Programs, and (4) Jefferson Community College Vocational Technical Programs. The individuals are assisted in adequately assessing the level of difficulty, time involved, and the suitability of pursuing each of the programs before making a choice.

The center participants are also helped to explore various career areas which they might want to pursue after they have selected a training program. Individuals employed in various careers are invited to the Center to speak about the advantages and disadvantages of their careers. Films and prepared slides are also used for this purpose.

EVALUATION

The program has been evaluated by following up Center participants. The results show that approximately 54% of the individuals who are seen in the Outreach Centers do follow through with their plans made at the Center.

"Apple Core"
Adult Prescriptive Program for Levels of Employment

Career Oriented Education
L.P.S.B. Vocational Center
18th Street
Lafayette, Louisiana 70501

PROGRAM GOALS

Job getting and maintenance skills; Flexible careers/schooling; Survival skills.

PROGRAM SIZE AND TARGET POPULATION

This program serves about 150 undereducated workers in the low income bracket living in and around Lafayette. About 85% of the participants are men and 80% are black. Participants are recruited and selected through business, industry, and union contacts with agency administrators, and through personal interviews conducted by the program staff.

YEAR STARTED

The program was started in 1974 as part of the Louisiana State Department of Education's Adult and Career Education program.

STAFF

The program staff consists of a Director, two instructors one instructional aide, and four student aides who possess the ability to 1) work effectively with adults in the area of adult career education; 2) evaluate commercially prepared career material; and 3) develop materials which are relevant to the adult's immediate interests and needs. The staff is also responsible for developing and maintaining agency contacts with local industry and for recruiting eligible participants.

FACILITIES, MATERIALS, EQUIPMENT

The program operates in local business and industrial facilities where released time for workers is arranged on the basis of one hour released time for each hour of their own time. Many commerical job exploration and job skills materials are used. At the heart of the program is a staff and consultant prepared adult education career curriculum guide which is composed of a series of teaching units designed to aid the staff in planning and implementing creative and innovative activities in the field of career awareness and exploration.

MAJOR FEATURES

The major objectives of the program are 1) to make basic education relevant to the occupational needs of workers; 2) to provide experiences which will enable workers to vie for job advancement when the opportunity occurs; 3) to make workers aware of the occupational skills needed to be successful on the job; and 4) to improve employer-employee relations.

In order to reach these objectives, the staff develops prescriptive educational programs for each client based upon job requirements. The curriculum guide for adult education focuses primarily on the areas of society, economics, and technology. Under these conceptual headings are recommended ideas, activities, and procedures for dealing with such topics as 1) finding work: how one goes about it and what to expect; 2) keeping a job: attitudes, people, and work; 3) helping oneself: planning, school, and human relationships; and 4) handling finances: budgeting, credit, and consumer education. Almost all the teaching units suggest bringing in a resource person to talk to participants or taking them on a relevant field trip.

All units emphasize the idea of career education as a comprehensive educational program which is designed to provide each individual with a positive awareness of self and the world of work and with the necessary skills, attitudes, and knowledge for an entry level position in the world of work, postsecondary occupational training, or a baccalaureate program. The units are designed as aids to teachers who are encouraged to individualize their instruction to meet the specific needs, interests, and job requirements of their clients. Participants spend on the average 4 hours a week in the program.

EVALUATION

Evaluation is being conducted through staff reports submitted to the project director and administrator and through follow-up contacts with the employer, union, or agency involved. Preliminary reports indicate outstanding results. Program drop-out rate is less than 10% and several participant-employees have already been promoted since enrolling in class sessions.

Muskegon Area Skill Training Center
1183 E. Laketon Avenue
Muskegon, Michigan 49442

PROGRAM GOALS

Job-getting and job-maintenance skills; Entry or re-entry into the job market; Vocational skill training.

PROGRAM SIZE AND TARGET POPULATION

Trainees are enrolled in the Center by the local office of the Michigan Employment Security Commission (MESC) and are drawn from a two-county area. The MESC receives approximately 30 applications per week and on a yearly basis approximately 300 individuals attend the Center. Priority is given to those in greatest need of rehabilitation: veterans, dropouts, draft rejected, and those with physical limitations. Almost all of the trainees come from low-income backgrounds and if they have been out of school for at least a year, they are eligible to draw a $2.00/hour wage allowance, paid by the program. Approximately 72% of the trainees are men and 28% women; they range in age from 17 to 55. Approximately 63% are White, 25% Black, and 12% Spanish-speaking.

YEAR STARTED

The Center was opened in June of 1965 in order to benefit unemployed or unemployable disadvantaged youth. In 1968, the program was changed to an adult program.

STAFF

There are approximately 32 individuals on the Center staff. They fall into the categories of administrative, counseling, instructional (vocational and academic), and support staff.

Although the program was developed by the Muskegon branch of the Michigan Employment Security Commission, it is administered entirely by the Muskegon Public Schools. There is a Center Director and a Program Manager on the administrative staff. The administrative staff is augmented by three secretaries and two custodians.

The counseling staff is led by the head counselor who is assisted by three paraprofessional counselors.

There are 12 vocational instructors, 1 basic education instructor, and 3 related instruction teachers. The related instruction teachers are responsible for presenting mathematics and English instruction related to each vocational area, as well as providing job orientation. A continuous inservice training program for all instructional staff has been in existence since the inception of the Center.

Support staff consists of on-site representatives from several outside agencies to which clients might be referred for additional assistance. The Michigan Employment Security Commission also has an on-site representative. In addition, the Center has an advisory board consisting of representatives from each of the Center's vocational skill training areas.

FACILITIES, MATERIALS, EQUIPMENT

The Center operates in two locations. Both have been converted from private business facilities to school use. A wide range of instructional materials and equipment is used.

MAJOR FEATURES

Potential participants apply to the program through the Michigan Employment Security Commission where basic screening and orientation are provided. Prior to enrolling in the center program, participants are given substantial counseling and testing. As stated in the Skill Center brochure, this is done to enable the participant to make "an intelligent choice in a training program, and to a great extent precludes the possibility of a choice made upon superficial interest in a certain area--an interest not borne out by aptitude."

As spaces in the vocational training courses are available, participants are called in for enrollment. An "open-ended concept" is used at the Center whereby new trainees can be brought in every Monday and some trainees graduated every Friday. In this manner the classes are kept at peak capacity and it prevents a large number of trainees from hitting the job market at the same time.

On the basis of the tests administered at the time of orientation, some trainees are referred to a special basic education class. Depending on the participants' needs they may spend up to 32 weeks in basic education where communication and computation skills are taught. Communication skills focus on the use of written and spoken language, particularly in reference to seeking and holding a job. Computation skills are oriented in the direction of their use in various vocations and consumer budgeting.

After completing the basic education program or for those trainees who do not need it, trainees are placed into vocational classes where in addition to the vocational training, they receive related mathematics and English instruction as well as job orientation. Participants spend 5 hours a day in vocational training and 3 hours a day in related instructional training. The number of weeks spent in vocational training varies with each participant and with each course but the range averages between 26 and 42 weeks.

The vocational courses which are offered have been determined by research and surveys made by the Michigan Employment Security Commission. The Center makes use of the cluster concept where several occupations are treated under one course heading. The vocational areas which are presently offered are: Machine Operator (cluster), Maintenance and House Repair, Auto Body, Welding, Auto Mechanic (cluster), Clerical (cluster), Accounting Clerk, Machine Repair/Millwright.

Throughout their program the trainees visit with their counselor. Through the personal counseling the counselor is in a position to advise intelligently about academic and vocational questions and to make recommendations, in conjunction with the MESC staff at the time of job placement. Most trainees also receive a complete physical examination through a cooperative agreement worked out with the Department of Vocational Rehabilitation.

The Center offers special services to veterans and non-English speaking Spanish-Americans. The Center has been approved by the Veterans Administration as a training institution, which means that all veterans are able to receive G.I. benefits while attending the Center. Center staff process all the paper to achieve this. The program for the non-English speaking Spanish-Americans is designed to help those individuals speak and comprehend English at a level that would enable them to obtain suitable training or employment. The program is essentially a parallel to the regular basic education program.

EVALUATION

The program is evaluated in terms of the percentage of trainees placed of those graduated; follow-ups of trainees 3 and 6 months after placement and of the employer 3 months after placement; and an analysis of the reasons for dropping out of training. This information helps to revise and shape the program. The program's current placement rate is 75.6%

Title III: Higher Education Career Center
Essex County College
31 Clinton Street
Newark, New Jersey 07107

PROGRAM GOALS

Flexible Careers/Schooling

PROGRAM SIZE AND TARGET POPULATION

Of the 700 individuals participating each year in the program, 80% are women, 83% are black and 5% are Spanish-speaking. Participants come largely from the inner-city area of Newark and from middle-income backgrounds.

Participants are identified and recommended to the program by their employers as being employees in entry-level jobs whose interest in, and prospects for, career mobility could be enhanced by further education and training.

YEAR STARTED

The program began in 1973.

STAFF

The program is administered by a project director whose primary responsibility is to coordinate the efforts of participating faculty members and counselors from four junior colleges in the area. Staff members must be flexible and willing to work a minimum of 30 hours per week. They must be sensitive and responsive to the personal, vocational, and educational needs of the students. Requisite skills include those necessary to use various teaching strategies and materials which are effective in working with adults at all educational and vocational levels.

FACILITIES, MATERIALS, EQUIPMENT

The program utilizes educational as well as business and industry facilities to carry out its activities. Instructional and testing materials are both commercial and teacher-prepared. Teacher prepared materials are encouraged to insure responsiveness to the individual needs of the students.

Students are tested using parts of the California Test of Adult Basic Education (Level D) and a program-developed Math Diagnostic Test. The testing procedure also requires students to submit a sample of their writing.

MAJOR FEATURES

The program has a six-fold purpose: (1) to prepare students for a smooth transition into course work at the four-year college level; (2) to increase the students' prospects for job mobility, (3) to aid employers in identifying career laders within their agencies or companies; (4) to destigmatize remedial education; (5) to discover and explore the variety of ways in which minority adults learn best; and (6) to maintain continuous staff development through workshops and weekly meetings of all instructors.

Participants receive release time from their jobs for educational pursuits and are paid for their attendance at program classes. Many employers augment the program by providing on-the-job training as well.

The program emphasizes individualized instruction. The goal is to help all participants move toward higher competency levels at their own pace while gaining the skills and training necessary for the attainment of career goals. The approach is interdisciplinary and involves the teaching of basic skills in such areas as interpersonal communication, reading, mathematics, speech, and the development of good study patterns.

An intensive counseling program is maintained for individuals and groups throughout their participation. Students receive continuous feedback on their progress, both in training and on the job. Staff members keep in close contact with the participants' employers. The "crisis intervention" element of the counseling program ensures that each student is notified of low or failing grades and excessive absences. All student records and other administrative details are handled by the administrative and counseling staff.

EVALUATION

The evaluation process consists of the pre-and post-testing of all participants, mid-term and final evaluation by individual instructors, and questionnaires sent to employers on the participants' job performance. The program is also evaluated by students and independent personnel.

The progress of students in mathematics skills has been very good while improvement of skills in language arts and reading has been demonstrated only for those students who originally tested at the lowest levels in these areas.

Employers have been generally pleased with the program's impact on their employees' morale and job performance. Students have been very positive about their instructors and 85% of the first group of students enrolled in the program remained in it.

Passaic County Learning Center
Passaic County Technical and Vocational High School
76 Ward Street
Paterson, New Jersey 07505

PROGRAM GOALS

Survival skills; Entry-reentry into the job market; Job-getting and job maintenance skills.

PROGRAM SIZE AND TARGET POPULATION

The program serves 500 individuals per year. Approximately 72% of the participants are women, 45% are black and 43% Spanish-speaking. All students in the program come from low-income backgrounds and reside in the inner-city area of Patterson, New Jersey.

The program draws its students from various sources. Students recommended by WIN, a unit in the Employment Section of the Department of Labor, are women who head one parent households receiving Aid to Dependent Children funds. Other students, both male and female, are recommended to the Center by counselors from agencies such as CETA, the county Department of Welfare, and the state Employment Service.

YEAR STARTED

The program was begun in 1967 by the Passaic County Technical and Vocational High School.

STAFF

The activities and programs of the Learning Center are administered by an Adult Education Director, Center Supervisor, Guidance Counselor, and a staff of six certified teachers. Areas of learning include consumer education/family life coping skills, mathematics, reading, language arts, English as a Second Language, preparation for high school equivalency exam, and clerical skills. The teaching staff is augmented by 17 volunteer tutors, who are selected according to their professional qualifications and desire to help others help themselves. In addition to sharing the responsibilities of the Center's program, each teacher maintains up to date attendance records, progress reports, and prescribed individual analysis work sheets.

FACILITIES, MATERIALS, EQUIPMENT

The Center's instructional activities are housed within a church facility where both reading and math laboratories are available to students. A library is maintained which contains a variety of reading materials for all levels of ability. Privileges have also been established with the Paterson Public Library for borrowing purposes and use of equipment. Teacher-prepared materials are duplicated and filed in the Center's library for use by all staff members and tutors. These materials include day-to-day lessons as well as the Center's curriculum guides.

MAJOR FEATURES

The philosophy of the Center is that its educational program must be relevant to the needs of adult students, equipping them for their roles as citizens, workers, parents and self-actualizing persons. The ultimate goal is to prepare the students for the world of work or aid them in upgrading their present positions.

Completion of the program takes from three months to one year and is free of charge to the enrollees. Costs are shared by the county, state and federal governments. Some enrollees receive a monthly stipend, part of which is designated for training expense and part for an incentive allowance. Child care is provided to some students by the State Bureau of Child Services.

On enrolling at the Center, each student attends a short orientation program during which an extensive battery of screening, diagnostic and achievement tests are administered. Test results are used to place students in the proper program area (ABE, ESL or GED) and to evaluate their progress. As they progress, students move from ABE to GED classes and complete the program when they have successfully passed the GED examination or are prepared for further training in a job related skill. Agencies that recommend students to the Center take the responsibility for job placement.

Students in all program areas receive instruction in basic survival skills through classes in consumer education and family life. Some of the many topics explored are nutrition vs. malnutrition, figuring unit prices, use of the dictionary, business letter writing, the importance of reading labels, listening skills, and common frauds. The Center makes use of assemblies of all students to discuss topics on drugs, birth control/planned parenthood, locating careers suited to one's personality, safety measures, voting, employer-employee relations, and energy conservation.

EVALUATION

The program of the Learning Center is periodically evaluated by the state and by the Department of Health, Education and Welfare. In addition, the Center conducts its own in-house evaluation on a regular basis.

Consumer Homemaking Program ECHO
(Education through Consumer Homemaking Opportunities)
BOCES Adult Center
96A Main Street
Hempstead, New York 11550

PROGRAM GOALS

Survival skills (consumer-homemaking education): Personal growth

PROGRAM SIZE AND TARGET POPULATION

The program serves about 7,000 disadvantaged, low-income adults a year living in Nassau County. Seventy-five percent are women, 45% are white, 45% are black, and 10% are Spanish-speaking. Participants are recruited through word-of-mouth, brochures, a mobile outreach unit, and through contacts with community service agencies, low-income housing projects, prisons, clinics, the Department of Social Services, and other non-profit organizations.

YEAR STARTED

The program was started in 1972 with federal funds provided under the VEA Act of 1968.

STAFF

The program is administered by the Nassau County Board of Cooperative Educational Services (BOCES). Recruitment, program suggestions and evaluation are the responsibility of the Advisory Boards, the members of which are, for the most part, people from agencies whose contacts and suggestions are invaluable to the program.

The program staff consists of a Project Officer and four teachers whose responsibility it is to develop programs and provide instruction to adults in the area of consumer and homemaking education, and to keep abreast of current consumer problems and the needs of the clients served. Teachers are also responsible for manning a mobile unit, producing materials, and recruiting new participants by providing program information and outreach services at contact agencies. Each teacher has at least one aide to provide assistance to the teacher and child care services for the client.

FACILITIES, MATERIALS, EQUIPMENT

The program has two full-time facilities designed to resemble a living center. There are kitchen, dining and living areas and a large well-equipped child care section in each. The second arm of the program is a self-sustained mobile unit. It has a kitchen, is heated and air-conditioned and travels to all areas of Nassau County with Consumer Homemaking Programs. A mini-van also provides transportation for outreach services. Materials utilized are primarily staff-prepared handouts which summarize course content. Sewing machines are utilized in sewing classes which often create interest in other instructional areas.

MAJOR FEATURES

The major objectives of this free instructional program are 1) to give help in improving homemaking and consumer skills; 2) to reach areas of disadvantaged people with consumer education programs through outreach activities, use of a mobile unit, and providing mini-bus transportation to the walk-in center for programs which are not feasible to present in the mobile unit; and 3) to help participants gain self-esteem and improved self-image by offering opportunities at which they can succeed and grow.

Daily programs are offered at the walk-in center for out-of-school adults and their pre-school children. Outreach programs extend to senior citizen groups, low-income housing developments, Spanish Brotherhood members, Nassau County Jail inmates, shopping centers, laundromats, library story hour mothers, and other identified disadvantaged groups and individuals. Some programs presented are prearranged, others are of a drop-in nature. They also maintain a telephone hot-line for consumer homemaking problems and the program staff is encouraged to attend institutes, workshops and consumer up-date meetings to keep aware of pertinent developments in consumer education.

Classes offered at the center, in the mobile unit and available upon request at an outreach facility, include: 1) "Surviving the Economic Crunch" which deals with unit pricing, getting the most for your dollar, comparison shopping, deceptive packaging, false advertising and consumer rights; 2) "Lending Institutions" which studies where to go for a loan, credit ratings, interest rates, etc.; 3) "Prescription and Over-the-Counter Drugs" which teaches the difference and the rules to follow for both; 4) "Home Freezing and Canning"; 5) "Income Tax Preparation"; 6) "Nutrition for the Elderly"; 7) "Shots for Your Health"; 8) "Diet and Weight Control"; 9) "Learn to Launder"; 10) "Winning at the Interview" which includes help in writing resumes and instruction on job responsibilities; 11) "How to Buy a Used Car"; 12) "Home Repair"; 13) "Landlord-Tenant Relations"; 14) "Living within Your Income"; 15) "Child Care and Development"; and 16) "Stretch Your Clothing Dollar" which teaches sewing.

The program works in close cooperation with other consumer-homemaking related agencies and recently established an Interagency Council composed of agency representatives to assure accessibility to eligible participants, avoid duplication of efforts, and be able to pass on information regarding other programs to participants.

EVALUATION

Evaluations are conducted on a yearly basis for the Bureau of Home Economics and for the State Education Department. These consist of daily teacher evaluations for each session conducted. daily attendance records and the write-up of "critical incidents" which are situations in which evidence that learning has taken place is shown. The program has received continuous funding and now has eight out-reach programs and two walk-in centers.

Human Resources Development Program
Gaston College
Dallas, North Carolina 28034

PROGRAM GOALS

Personal growth; Career decision-making; Survival skills.

PROGRAM SIZE AND TARGET POPULATION

The program serves low-income individuals from Gaston County, North Carolina. Of the 100 persons participating each year, 90% are women and 50% are black. Participants are referred to the program by social welfare agencies and probation officials or are recruited by program staff members.

YEAR STARTED

The program was begun by Gaston College in 1973 as a state funded project.

STAFF

Administration of the program is handled by the Director of Manpower Services of the college and a staff of counseling personnel. Staff members are responsible for the recruitment of participants, guidance, placement, instruction, and follow-up evaluation. Each has the task of determining the needs and attributes of the participants and designing learning experiences that are appropriate for individuals and groups. Staff members conduct a one-year follow-up of each student after placement in an occupational or educational setting to determine the need for further guidance and counseling.

Staff members must have a strong belief in the importance of each individual and the ability to be sensitive and responsive to her/his needs. The ability to capitalize on and aid in the development of the resources of each participant requires that counselors be well versed in the needs of employers, employment trends, and the requirements of various occupations.

FACILITIES, MATERIALS, EQUIPMENT

The program utilizes facilities within the community to bring its instructional activities close to its clients. Much of the material used is commercially prepared, focusing on personal growth and attitude development.

The program maintains a library of audio-visual materials for group or individual instruction, including a series of cassette tapes, student workbooks and teacher manuals on personal development and personnel management which emphasize basic principles of success. Topics discussed include goal achievement, communication techniques, interviewing techniques for salesmen and job applicants, time and money management, creative thinking, self-management, and recognizing opportunity.

MAJOR FEATURES

The primary goal of aiding the participants in the development of positive attitudes about themselves and their environment is accomplished through the use of the cassette series, group discussions and exercises, and the analysis of case studies. Students then begin classes in such areas as problem-solving techniques, consumer mathematics, reading skills, goal-setting, and attitude development.

The program seeks to provide its students with skills and information necessary for coping with the world of work, and with family and community experiences. In addition to instruction in problem-solving and decision-making, courses are offered in family budgeting, effective communications, and early childhood and adolescent development. Students also learn to make use of community resources that address themselves to these problems.

EVALUATION

The program is evaluated in two parts. Staff members and the participants' employers submit summaries of observed changes in the performance, attitudes and goals of each student to compare "before" and "after" effects of the program. Students are also tested to determine their progress and improvement in Language Arts, Math, and Reading Skills.

Eighty-eight percent of the first year's participants either continued in their educational pursuits or were placed in a satisfactory employment situation.

Human Resources Development: Orientation and Motivation

Lenoir Community College
Box 188
Kinston, North Carolina 28501

PROGRAM GOALS

Job-getting and job-maintenance skills; Personal growth; Survival skills.

PROGRAM SIZE AND TARGET POPULATION

This program serves about 100 educationally and economically disadvantaged individuals a year, most of whom are out of work and have been for some time. Ninety-eight percent are women and 98% are black. They are referred to the program through program directed recruiters and by previous students.

YEAR STARTED

The program was started in 1969.

STAFF

The program staff consists of a program director and two instructor/counselors. The staff is responsible for conducting an eight-week, 240-hour course of group instruction and counseling in the areas of adult basic education and self-improvement.

FACILITIES, MATERIALS, EQUIPMENT

The program is housed in a community college building. It uses materials published by the Steck-Vaugh Company for its basic and consumer education classes, and the "Human Relations Kit," published by McGraw-Hill, for its self-improvement program. It also uses other commercial and teacher-prepared games, exercises and tests as teaching aids.

MAJOR FEATURES

This program is a set of classes designed to prepare disadvantaged people to function better in the world, to be more independent, self-supporting, and responsible. It is an eight-week course composed of 120 hours of adult basic education classes and 120 hours of self-improvement classes.

The self-improvement portion begins with a group, trust-building session in which the participants are encouraged to trust each other and to develop honesty with and about themselves. The Stech-Vaugh books, The Family Development Series, are used extensively throughout these sessions. The participants also learn job-getting techniques and skills, such as test taking, filling out job applications, and handling a job interview. Consumer education, especially in the areas of budgeting and money management, is included in the course to help disadvantaged participants to extend their financial resources.

In the basic education portion, the participants practice basic math and vocabulary building. In this phase they engage in some competition activities so that they may learn that competition can be a healthy thing and to help them acquire the competitive ability which many of them have not developed in low-achievement environments.

The overall stress is on honesty with and about oneself, so that participants can begin to see themselves as real people of worth and dignity.

EVALUATION

Follow-up surveys on participants, conducted at one-month, three-month, six-month, and one-year intervals, show that 80% of them have worked since completing the course.

Oklahoma City Skills Center
108 N.E. 48th Street
Oklahoma City, Oklahoma 73105

PROGRAM GOALS

Vocational skill training; Job-getting and job-maintenance skills.

PROGRAM SIZE AND TARGET POPULATION

The program serves approximately 600 people per year, 51% men and 49% women. Approximately 48% are white, 45% are black, and the remainder are primarily American Indians. Almost all of the participants are from low income levels and are drawn from the greater Oklahoma City area.

The program is equipped to train disadvantaged persons who are currently unemployed or underemployed and who, in most cases, have an educational attainment level below the 12th grade. Priority is given to veterans whether they are in the disadvantaged category or not.

YEAR STARTED

The program was established in 1969 by the Oklahoma State Department of Vocational and Technical Education.

STAFF

Overall administration of the Center is the responsibility of one Director. Instructional staff consists of 5 basic education teachers responsible for providing instruction in basic reading, math, and communication skills; and 19 vocational skill instructors who provide instruction and training in the following skill clusters: automotive, machine shop, welding, clerical, dry cleaning, health occupations, and heating and air conditioning. On-the-job training in these skill clusters is provided by the staff of cooperating local businesses. There are also 4 aides.

There are 3 staff counselors who provide placement counseling and testing, and personal counseling. These people also provide referral to child care agencies; assistance with housing and transportation problems; and referral to medical, legal, and other support service agencies. In addition, there are 4 job development personnel who attempt to help place each trainee in a job. If trainees do not find employment upon completing their participation in the program, they are urged to stay in touch with the job development staff for further assistance.

FACILITIES, MATERIALS, EQUIPMENT

The program is located in its own building, where 90% of the skills training and instruction takes place. The balance of training occurs in local business, industry, and hospital facilities. Commercial equipment is used for training in the various skill clusters. Both commercial and teacher-prepared materials, some individualized, are used in the academic instruction.

MAJOR FEATURES

The goal of the Center is to train each participant in a skilled occupation so that s/he may obtain a job in an area related to that training. The program operates on an open entry/open exit basis to allow individuals to progress toward a training goal at their own rate. The average length of time that a trainee is enrolled in the program ranges between 14 and 20 weeks. In all of the occupational skill areas, the student first goes through a certain number of hours of basic education determined by testing and interviews with counselors and instructors. In the automotive and health occupations areas, students receive actual on-the-job experience throughout their training course; in the other areas, on-the-job experience is provided during the last week or two of training. Trainees are evaluated weekly in terms of their attitudes and attendance as well as their performance. When the Center staff consider the trainee ready for a job, s/he is issued a Certificate of Training furnished by the State Department of Vocational and Technical Education. This certificate indicates the specific skills s/he has mastered while in training at the Center, and can be shown to prospective employers as documentation of those skills.

In addition to occupational skills training, each student takes part in all of the following: orientation to the Center and the services offered; a "World of Work" pre-vocational training class which emphasizes such things as the development of desirable work habits, good citizenship, and consumer education; and a pre-job orientation class which emphasizes self-confidence as well as specific job-getting and job-maintenance skills. Employment and educational counseling and testing are offered throughout the program and even after the trainee has left the Center. Personal counseling and help with a wide variety of supportive services are also available as needed.

EVALUATION

Students complete written evaluations of their instructors and courses at the end of their training. In addition, state-level and regional representatives from the Vocational Education divisions of HEW and the Department of Labor visit the Center semi-annually to evaluate the various skills training areas and the Center as a whole. Since its establishment, the Center has received state, regional, and national recognition.

Home and Family Life Program
3700 Ross Avenue
Dallas, Texas 75204

PROGRAM GOALS Survival skills (Family Living Skills, including consumer education, family relationships, and developing leadership).

PROGRAM SIZE AND TARGET POPULATION The program reaches in some manner approximately 40,000 yearly. These individuals are 85% female, 60% black, and 9% Spanish-speaking. Most participation is strictly voluntary and is free of charge. Special efforts are made for the elderly and the handicapped.

YEAR STARTED The program was begun in 1940. It has been modified and various new features have been added over the years.

STAFF The program is operated by the Dallas Independent School District in coordination with the Dallas Housing Authority and the Texas Education Agency. It is administered by an Instructional Facilitator under the Director of Occupational Programs.

The staff consists of 17 fully qualified vocational homemaking teachers and five aides. These individuals determine the program offerings based on the needs and interests of individuals and families. They keep a flexible schedule that includes home visitation, speaking to a variety of groups that request their services, and conducting classes at housing projects and schools. The skills of the staff are upgraded through staff development sessions in special topic areas. These sessions are held on an as-needed basis with one regularly scheduled monthly meeting. The staff is employed eight hours a day for eleven months of the year.

FACILITIES, MATERIALS, EQUIPMENT Thirteen of the 17 teachers are based in the community buildings of housing projects, mainly in West and South Dallas. The other four work out of three elementary schools. The program teachers also operate a mobile unit, furnished with equipment and teaching materials which travels to various locations in the Dallas Independent School District. In addition to offering services and conducting classes in elementary schools and housing projects, staff members teach interested groups in many other locations. The program sponsors three preschools for the children of participants. These preschools are held in housing projects and have more than 150 enrolled each year.

The materials used in the program are varied but unelaborate. They include: tables, chairs, kitchen equipment, sewing machines, audio-visual aids, magazines, books, and handout materials.

MAJOR FEATURES The Home and Family Life Program is designed to contribute to the development of individual family members, to an understanding of successful family living and to an increased knowledge of homemaking skills. The homemaking teachers who staff the program are available to assist individuals in organizing, planning and conducting study groups, programs and workshops. Assistance with individual homemaking problems is also given through conferences and home visits.

Workshops and study groups have been presented in the following topic areas: Family Relationships, Family Health and Safety, Consumer

Education, Clothing the Family, Feeding the Family including nutrition, Housing the Family, and Child Development. In the workshops and study groups, teachers make use of a variety of techniques including group discussion, panel discussion, demonstrations, exhibits, films, socio-drama, role-playing, and skits.

The program frequently works with local PTA organizations. At the request of a PTA chairman one or more of the Home and Family Life teachers will prepare and present a study course on a topic relating to the general goals of the program. For example, the teachers recently presented a study course entitled "Parent and Family Life Education." The course was held for two hours one morning a week for five weeks. The topics presented in these five weekly sessions were: "Read the Labels," "Stretching the Dollar," "Living Together in the Family," "Good Nutrition on a Budget," and "Sharing Session," where participants shared budget-minded recipes with one another.

Since 1971 the program has utilized a mobile unit as a classroom which takes instruction to adults in their own neighborhoods. This mobile classroom provides classes and individual instruction Monday through Friday during the school year. Each year the unit is moved to a different elementary school in the city. Students at the elementary school tour the unit and are then given invitations to take to their parents inviting them to an open house. Classes are then held for groups of interested parents.

The program operates three preschools for four year olds. Two schools charge $1.00 per month fee which is used to help purchase snacks. One school has a $2.50 per week fee which is used to pay a teacher. A women's club provides scholarships for the children unable to pay this higher amount. Parents of the preschoolers are required to participate actively in the school one day each month. They attend one or more sessions per month where parenting skills are discussed, have covered dish luncheons and go on field trips with the children.

The program also places special emphasis on working with the elderly. "Friendship Clubs" for the elderly have been a part of the program since its early years. Activities of the Friendship Clubs include weekly meetings with dinners, parties, films, speakers, picnics, and field trips. Program teachers also present information on nutrition and safety in the home and other topics of particular interest to the elderly. A weekly free clinic staffed by a nurse and a revolving library are also features of the program for the elderly.

EVALUATION

The Instructional Facilitator, Director, and teachers evaluate the program by means of teacher reports, observation, and follow-up of program participants. These data are used to shape and revise the program. Personnel report that the most persuasive evidence of the program's success is its continued operation for 35 years.

For other programs where 50% or more of the participants are Ethnic Minorities, see:

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Women's Re-entry Educational Program Cupertino, California	1
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Basic Education, Pre-Vocational Training Program Chicago, Illinois	147
Human Resources Development Career Counseling Program Lockport, Illinois	149
Career Development Center Alderson, West Virginia	153

Programs for Mid-Career Changers

Re Focus Programs
University of South Florida
FAO 126
Tampa, Florida 33620

PROGRAM GOALS	Flexible careers/schooling; Entry or reentry into the job market; Entry or reentry into educational institutions.
PROGRAM SIZE AND TARGET POPULATION	Approximately 4,000 adults participate in some facet of Re Focus each year. Half are male and half female; approximately 96% are white and almost all come from middle income levels.
YEAR STARTED	The Re Focus Programs were begun in 1973.
STAFF	The many facets of Re Focus are coordinated by an Admissions Counselor for Mature Students in the Office of New Student Relations at the University of South Florida. The programs make use of approximately 12 staff personnel throughout the entire university. This number includes directors of the various programs such as Continuing Education, Bachelor of Independent Studies, Off-campus Term Program, etc. Outside speakers and community representatives are also used. Some Re Focus programs are sponsored in cooperation with nearby Hillsborough Community College.
FACILITIES, MATERIALS, EQUIPMENT	The majority of activities take place on the University of South Florida Campus. Each Re Focus program uses different materials. Some make use of traditional college level tests. Others use home study methods including courses on TV and radio.
MAJOR FEATURES	The Re Focus Programs at the University of South Florida offer adults the opportunity to readjust, to find new interests, and to concentrate anew. The primary objective is to encourage adults, above the traditional college age of 18-24, to enter or reenter college for enrichment, training, and career promotion. The following are part of Re Focus: The Certificate of Concentration Program offers short term study packages to adults who are not necessarily interested in a degree. The certificate is awarded when a minimum of 25 hours has been completed in a given area. The courses may be taken on a satisfactory-unsatisfactory or letter grade basis and if desired may be applied toward an undergraduate degree. A New Career at Mid-Life Symposium has been offered for men and women interested in second careers, career promotion, pre-retirement planning, and entry or reentry into the labor market. The Symposium is 1 1/2 days long, utilizing a wide variety of outside speakers and is supplemented with optional career testing, interpretation, and counseling. A second Symposium: "Mid-Life Work and Learning Options" is scheduled as a larger symposium designed to reach representatives from labor, industry, government, and education who are in policy and planning positions.

TV, Radio, Off-campus Term, Bachelor of Independent Studies are available for undergraduate credit or a degree. These are all programs in which mature students may earn credit or a degree by studying independently or off-campus.

Continuing Education Programs or non-credit courses are used by mature students to brush up on study skills, taking the Graduate Record Exam or for career options.

The Educational Assistance Plan is a program which encourages employers in the Tampa Bay Area to provide financial assistance to qualified employees to further their education for the mutual benefit of themselves and their company. If enough employees from a single company are interested, the University will set up special courses at the company location.

Re Focus Seminars are held in the community and on the university's three branch campuses to give admission information and encouragement to adults who are considering entry or reentry to the university.

Re Focus also allows adults to register via simplified procedures, to earn college credit by examination, to audit courses and to earn degrees ranging from Associate of Arts to Ph.D. In addition, all enrolling adults are offered admission and academic advising, financial aid, career and personal counseling, and developmental courses in reading, mathematics, and English.

EVALUATION

Each program in Re Focus has been evaluated. Re Focus administrators report that the programs are all well attended and well received. The total effectiveness of the programs could be measured in the steady increase in number of mature students registered. In 1973 there were 4,892 mature students (over 25 years of age). In 1975 there were 7,961 mature students.

Adult Career Resource Center
10956 South 88th Avenue
Palos Hills, Illinois 60465

PROGRAM GOALS	Career decision making; Entry or reentry into educational institutions or the job market; Personal growth.
PROGRAM SIZE AND TARGET POPULATION	The program serves about 600 individuals a year, 97% of whom are white, 65% are women. About 42% are from the middle income range and 40% are from the upper income range. The program services are available on a no-fee basis to any adult in this suburban area. Most participants are referred on the basis of local newspaper articles, or "word of mouth" from other clients.
YEAR STARTED	The program was started at Moraine Valley Community College in March of 1973. It received its original funding on a 2/3 - 1/3 matching basis from an Illinois Community College Board Community Service Grant. The College has assumed increasing responsibility for the Center and is currently providing about 3/4 of the annual budget.
STAFF	The program staff consists of a director, a staff counselor, and a student personnel assistant. The director plans and coordinates program activities, develops guidelines for procedures and activities, counsels clients, leads workshops and supervises the staff. The staff counselor is responsible for counseling clients, reviewing resource materials, and planning and leading group sessions and workshops. The student personnel assistant's tasks include intake counseling and test administration, coordination of materials in the Information Center, and conducting follow-up studies. Special skills required by the staff include an ability to work as a team, knowledge and skills in group process and human relations, an understanding of adult needs, and knowledge of assessment instruments and methods of interpretation appropriate for adults.
FACILITIES, MATERIALS, EQUIPMENT	The Center is located in a house on college property but is separate from the main campus area. The house provides facilities for counseling, assessment and information services provided by the program. Assessment instruments including commercial vocational interest surveys and career exploration materials, and staff-prepared job search materials. The Information Center contains four basic types of reference materials: career development information, geared towards adults; catalogs and brochures of local educational resources ranging from short-term courses to graduate studies; reference books and indices relating career requirements to educational programs; and resources for personal growth, especially for the single parent/head of household, and for women. Workshops sponsored by the Adult Career Resources Center are housed in various community facilities. A follow-up questionnaire has also been developed to assess client satisfaction, program results, and additional client needs that might be met by the Center.
MAJOR FEATURES	The purpose of the Center is to provide exploratory and supportive services to adults concerned with career change or development, educational opportunities, or personal growth. This is accomplished through (1) Counseling, individual and group; (2) individual assess-

ment testing services; (3) an information center; and (4) workshops.

Counseling is on an appointment or walk-in basis. Test interpretation and counseling to clarify client goals and to assist clients in developing an appropriate and adequately informed plan of action to reach those goals is done by staff counselors. Both individual and group counseling are available and clients who wish may join an ongoing group that focuses on providing support through the information-gathering and decision-making process. The Information Center contains career information pamphlets and books, catalogs and brochures from area colleges and training programs, and resource materials on such topics as women's concerns. Workshops sponsored by the Center are also related to the major concerns of career, education and personal development. Examples include: Adults on Campus, Career Change, New Directions for Women, Employment Reentry, Suddenly Single: Divorced/Widowed, Transactional Analysis and Assertion Training. The major emphasis of these workshops is on providing information, resources and support for persons experiencing a change in life-situation or life-style.

EVALUATION

Evaluation is conducted through a quarterly follow-up study of individual and group clients. In addition, workshops are evaluated by participants, and the Center's staff are asked for their evaluations of all areas of activities. Most evaluations are very positive.

The follow-up survey of all counseling clients had a 58% response; of these, 90% indicated they were either moderately satisfied or very satisfied with the overall services provided. Ninety-one percent of the clients responded that they had taken some action, influenced by contact with ACRC, 55% reported having returned to school, and 30% had found employment. Eighty-seven percent indicated they would use the Center's services again if needed.

Guided Inquiry Educational and Career Counseling
College of Education, University of Illinois
Urbana-Champaign, Illinois 61801

PROGRAM GOALS	Career decision-making (Educational and career planning.)
PROGRAM SIZE AND TARGET POPULATION	Guided Inquiry is an approach designed for use with individuals or small groups of adults who are motivated to learn more about themselves and the educational and career opportunities available to them.
YEAR STARTED	Guided Inquiry was adapted in 1973 by Helen S. Farmer, from the problem-solving technique developed under A. Garth Sorenson at UCLA in 1966. It was further adapted by Dr. Farmer in 1974 for computer-assisted counseling for adults.
STAFF	Trained counselors or counselor aides are considered desirable for use of Guided Inquiry counseling for individual counseling, small group counseling, or computer-assisted counseling.
FACILITIES, MATERIALS, EQUIPMENT	The approach can be used in any setting (community, educational, institution, industry, etc.). In the computer-assisted adaptation the software programs under development at the University of Illinois will be available for dissemination to other centers with compatible computer terminals. In the non-computer-assisted version no special equipment is required. The materials consist of a 240-page workbook which contains a separate section and worksheets for each step in the approach. Objectives and related procedures are spelled out for each step. The workbook also discusses the principles behind the approach and includes a chapter on the theory of educational and career development. Training methods for counselors to use in learning Guided Inquiry, contained in the workbook, include video tape feedback procedures and role playing scripts. Copies of the workbook may be obtained from the Illini Bookstore, University of Illinois, Urbana, Illinois, 61801, under the title, Guided Inquiry Group Career Counseling (Farmer, 1974). Large portions of the workbook were developed by Dr. Farmer at INSGROUP, Inc., in Orange, California, under contract with the California State Department of Education. A description of the computer-assisted version appears in an article in the January 1976 issue of The Counseling Psychologist.
MAJOR FEATURES	Guided Inquiry counseling is a procedure for providing a structure for adults for planning and decision-making. In the computer-assisted version, decision-making is taught in the context of an environment rich in the information needed to make choices wisely. Individual adults using this version may spend from one to twelve hours depending on the problem presented. The group process takes a minimum of six hours and seems to work most effectively over a counseling time of 10-12 hours. There are six phases in Guided Inquiry counseling which are logically ordered and represent a typical problem-solving path. However, the procedure is dynamic and flexible and many adults recycle back to an early phase after working on some later phase.

The six phases may be repeated for each separate long- or short-range educational and/or career goal set by the client. Guided Inquiry phases are: (1) Clarify goals (this involves specifying both long- and short-range goals and related tasks to be accomplished in achieving them); (2) Identify obstacles and needed resources (i.e., list obstacles to accomplishing goal and resources needed); (3) Plan alternative means (i.e., consider various ways of overcoming obstacles and obtaining needed resources); (4) Rank alternatives (i.e., predict consequences of methods--risks, costs, benefits and choose best method); (5) Try out best method (choose criteria for evaluating and try out and collect information on success or lack of success); and (6) Evaluate goal progress (this involves reevaluating goals and methods based on information collected in phase (5) and recycling to phase (1) if necessary).

EVALUATION

The Guided Inquiry materials were field-tested during 1973-74 by community college counselors in California's south San Joaquin Valley. They were revised on the basis of feedback from the field test and were further revised based on their use by counselors in Los Angeles, Chicago, Chanute Air Force Base, and in counselor training classes at the University of Illinois. Results indicated that participants achieved their initial educational and/or career goals, developed plans for long-range goals, and were enthusiastic about the procedure.

The materials are currently being used to train counselors of adults in Indiana, through Indiana University. More than two hundred adult clients have participated in Guided Inquiry counseling to date. Clients have been women returning to higher education, adult career changers, persons from racial and ethnic minorities, full and part-time students in higher education, and persons in the community seeking to continue their educational or career development.

Adult College Readiness Program
Division of Continuing Education
University of New Hampshire
Durham, New Hampshire 03824

PROGRAM GOALS

Entry or reentry into educational institutions (Helping adults become more efficient learners by developing specific learning skills).

PROGRAM SIZE AND TARGET POPULATION

The program serves approximately 40 people per year (20 each semester). Ninety-five percent of the participants are white and approximately two-thirds are women. They are all from Durham or the surrounding area and are from low and middle income levels.

The program aims to serve adults who lack previous academic success but who are motivated by personal and/or career goals to pursue education at the postsecondary level. They may or may not have a high school diploma. Potential participants learn about the program from information distributed to organizations such as Adult Basic Education programs, veterans' groups, and state welfare and employment security offices.

YEAR STARTED

The program was funded as a pilot project during the summer of 1973 and was expanded to a semester-long program beginning in February 1974.

STAFF

An academic counselor in the University of New Hampshire's Division of Continuing Education has responsibility for administrative coordination of the program and for program evaluation. This person, with the assistance of other Continuing Education staff, is also responsible for selecting students for the program, administering achievement and CLEP tests to them, and providing them with counseling assistance.

The Associate Director of the Division of Continuing Education is responsible for administering the instructional portion of the program, which makes use of a behavior modification approach developed by Dr. Marcia B. Heiman, Director of the University's Learning Skills Center. A team of three to five instructors from the Learning Skills Center and other areas of the University are responsible for teaching specific learning skills (e.g., how to take notes) and for providing instruction in various academic areas (e.g., biology, economics, history, English).

FACILITIES, MATERIALS, EQUIPMENT

All of the program activities take place on the University campus, either at the Learning Skills Center, the Division of Continuing Education, or in seminar rooms. Materials used include a variety of achievement tests, the CLEP tests, materials prepared by the Learning Skills Center staff, and both commercial and teacher-prepared college-level texts and other instructional materials.

MAJOR FEATURES

The Adult College Readiness (ACR) Program was designed for people who do not meet the regular requirements for admission to University degree programs but who are highly motivated to further their education. Its overall purpose is to help previously academically unsuccessful adults become more efficient learners by developing specific learning skills, so that they can carry out successful academic work at the college level.

Tuition grants are provided to economically disadvantaged students for participation in the ACR program. The current semester-long program consists of achievement and diagnostic pre-testing followed by two evening class sessions per week, with the option of taking the CLEP examination at the end of the semester. Each of the evening sessions is divided between the Learning Skills Center and a University introductory course taken for credit. Through the Learning Skills Center approach of behavior modification and shaping, the students are taught to program their own learning, increase their reading speed, formulate questions from text and lecture material, and build other skills such as test- and note-taking. The Center also offers a writing workshop, individually programmed mathematics instruction, and both individual and group counseling. The students select the introductory credit course they wish to take from among the regular University course offerings. At the end of the semester, they are post-tested on their learning skills, and each student takes a final exam in her/his credit course. A noncredit brush-up mathematics course and a CLEP review course are also available to ACR students.

EVALUATION

ACR students have an exit interview and complete program evaluation forms. Of the 30 students in the summer 1973 pilot program, 17 registered for University credit courses in the fall, and at least six became degree candidates. The program has enhanced the University's service image in the community, and ACR students say they greatly appreciate the University's efforts to establish contact with them and provide them with assistance.

Adult Advisement Center

State University of New York at Buffalo
Division of Continuing Education
3 Allenhurst
Buffalo, New York 14214

PROGRAM GOALS Entry or reentry into the job market.

PROGRAM SIZE AND TARGET POPULATION This program is designed for men and women, many of whom are making mid-career changes. The program serves approximately 600 individuals each year. Two-thirds of these are women who come from predominately white, middle and lower-middle income backgrounds. The program is open to any adult and they participate of their own volition.

YEAR STARTED The Adult Advisement Center officially opened in 1970, however classes in the group advisement have been taught through the University Division of Continuing Education since 1967.

STAFF All program staff members are skilled in counseling normal adults. The staff consists of a director who has overall responsibility for the program, five consultants, five volunteers, and a secretary. Three graduate students from the Department of Counselor Education and School of Social Work also assist with program activities. In addition to providing individual and group counseling, staff members engage in interaction with the New York State Department of Labor, the University Placement Office, and other agencies which are familiar with the labor market.

FACILITIES, MATERIALS, EQUIPMENT The program activities take place in a former residence which is on the State University Campus. The former kitchen is now a library, the living room a classroom, and the bedrooms are counseling offices. The Center is open every day of the week, two evenings, and on Saturday mornings. The library has extensive material on occupational and educational information and a variety of materials are used in program activities, most of which are prepared by the staff. Inventory tests are given to participants to help them identify new interests and career options. Most frequently, Holland's Self Directed Search is administered.

MAJOR FEATURES The primary services offered by the Adult Advisement Center are two group workshops designed to help adults with career planning, continuing education, job finding, etc. These two workshops are: Counseling for Mid-Career Decisions, and Changing Directions - Men and Women.

The workshop on counseling for mid-career decisions costs $40.00 which includes the price of testing materials. It is a series of eight, two-hour counseling sessions for adults who are looking toward new opportunities in employment or continuing their education. Various career opportunities are explored with the help of university and community consultants. The Changing Directions - Men and Women workshop also costs $40.00 which includes testing and materials. This workshop lasts for four, three-hour sessions. Each participant does a self-assessment and identifies new career interests and possible new training programs. Participants also complete resumes and preparation for job interviews is included.

In an effort to serve adults 60 years of age and older, the Advisement Center offers information on Senior Scholar Program which allows these individuals to take University courses free of credit. Interest testing and individual advisement are also provided to those 60 and over as well as to all other adults in the area. The individual advisement involves educational and career guidance. Through individual advisement which is scheduled on an individual basis by appointment, adults receive resume writing assistance, job interview preparation, information on employment trends, and help with job search.

EVALUATION

The participants evaluate each workshop. Follow-up and alumni meetings are used to assess the progress made by program participants. The director reports that in addition to improving their self-images, many program participants have returned to school, and the evaluations of the workshops are very positive.

Adult Accelerated Degree Program
Division of Continuing Education
New York Institute of Technology

Metropolitan Center
888 Seventh Avenue
New York, New York 10019

Old Westbury Campus
Wheatley Road
Old Westbury, New York 11568

PROGRAM GOALS Flexible careers/schooling.

PROGRAM SIZE AND TARGET POPULATION The program serves approximately 3000 people per year, 70% men and 30% women. Ninety percent of the participants are white, 5% are black, and the rest are from other ethnic groups. Almost all are from the greater New York City/Long Island area. Seventy-five percent are from middle-income levels, 22% from high-income, and 3% from low-income. The program aims to serve any adult with a high school or high school equivalency diploma who wants to earn a college degree, but who has family and/or job responsibilities which make it impossible to attend college full-time.

YEAR STARTED The Adult Accelerated Degree (AAD) program was started by the Division of Continuing Education, New York Institute of Technology (NYIT) in 1972.

STAFF Overall administration of the program is the responsibility of the Director of External Degree Programs, Division of Continuing Education. Faculty for the program are drawn from the college's regular roster of academic professors, and augmented by additional instructors with a background of demonstrated success in the professional, industrial, or managerial community. All faculty for the AAD program have had previous experience teaching adults in whose education there may have been a lapse of several years. In addition to providing instruction in their respective academic areas or fields of expertise, these people are expected to be sympathetic and understanding of the situation of the adult student who has responsibilities apart from her/his academic program. Division of Continuing Education counselors are available to provide academic or other counseling as needed.

FACILITIES, MATERIALS, EQUIPMENT All courses are offered on the NYIT campus. Materials used are similar to those used in the regular college courses, with adult-level independent study guides being assigned whenever possible. The college's library of books, periodicals, audio and video tapes and microfilm; and its technical equipment, computer, and laboratory facilities are all available to the AAD students.

MAJOR FEATURES The goal of the program is to help adults earn a college degree through an accelerated degree program in which they can participate without being full-time students. Undergraduate courses are organized into eight-week terms instead of the traditional 15-week semester, and it is possible for an AAD student with sufficient leisure time for study to complete enough courses each year to earn a degree in the same amount of time as a full-time day student. Degrees are offered in all of the regular academic disciplines. During each term, students participate in eight, three-hour sessions. Between session, the student studies independently at times and places convenient to her/him. The group sessions are primarily to support and guide the student through the course of study.

Besides the accelerated study, other features of the program have been designed to help the adult student obtain a college degree. Advanced standing credits may be granted on the basis of prior college work, regionally accepted college level proficiency examinations (e.g., CLEP), relevant business experience, or other life experience which is applicable to the objectives of the student's curriculum and which can be satisfactorily documented. In addition, tuition for the AAD program is a flat rate for each course, rather than the more expensive and traditional cost per credit. Veterans' benefits and other types of financial aid are available for eligible students.

NYIT also offers an External Degree Program similar to the AAD program, except that students are on campus for only one two-week session per year. Between 250 and 400 people participate in this program each year, 85% men and 15% women. They are scattered all across the United States, with approximately 10% located in foreign countries.

EVALUATION

Students complete written evaluations of the faculty and courses, and they are generally positive toward both the actions and the attitudes of the faculty and other program staff.

Mid Career Counseling and Information Program
State University of New York-Stony Brook
Stony Brook, New York 11794

PROGRAM GOALS

Entry or reentry into the job market or educational institutions.

PROGRAM SIZE AND TARGET POPULATION

The program serves approximately 150 people per year, 60% women and 40% men. Approximately 90% are white, 5% black, and 5% Spanish-speaking. Almost all of the participants are from Long Island; 75% are from middle income levels and 25% are from high income levels.

The program aims to serve individuals in their middle and older years who are experiencing work dissatisfaction, job obsolescence, early retirement, or difficulties entering or reentering the work force. Participants learn about the program primarily through newspaper, radio and television publicity.

YEAR STARTED

The program was started in September 1974 by the State University of New York at Stony Brook.

STAFF

Administration of the program is the responsibility of the Assistant Academic Vice President at Stony Brook, who developed the counseling program and a graduate level program in mid-life assessment. He is also responsible for contacting the professional people who serve as guest speakers during the course. Administrative and clerical support is provided by one secretary.

There are three part-time paraprofessional counselors who provide individual counseling to participants. They are responsible for interviewing program participants, helping them develop educational and career strategies, and providing them with information on local educational and career opportunities available to adults. The counselors were chosen on the basis of their understanding of the labor market and other career-related issues, and for their ability to relate to people on an individual basis in a mature, sensitive manner; a degree in counseling was not a prerequisite. The counselors do not provide personal, therapeutic counseling, but refer clients to sources of such counseling as needed.

FACILITIES, MATERIALS, EQUIPMENT

Counseling offered by the program takes place in two offices on the University campus, and the program-related course is taught at a campus location. Instructional materials used include commercial texts, teacher-prepared materials, and student research papers. The program developed and maintains its own resource information bank for use in the career and educational counseling. The bank contains brochures, catalogs, and other material on all of the following: viable career options for older persons in business, labor, government, and trade; proprietary school, vocational, and adult education programs; nontraditional liberal arts programs for adults; and higher education programs suitable for older adults.

MAJOR FEATURES

The program's goal is to help meet the career and educational needs of middle-aged, mid-career changers by increasing their awareness of existing career and educational options available to them. The program has developed a course and counseling combination to achieve this goal. There is a small fee for participation.

Participants enroll on a noncredit basis in an eight week course which is offered at least once each term. The course meets once a week for two hours. The course begins with a session on personal goals clarification and a discussion of the process of change in mid-life period. Guest speakers from various professions, educational institutions, and occupational fields provide information about career options available to older persons in those areas, including the allied health professions, accounting, computer programming, small business, and government service.

Each participant schedules three one-hour individual counseling sessions during the course of the semester. The purpose of these sessions is to enable the individual to explore realistic educational and career alternatives with one of the paraprofessional counselors; the emphasis is on identifying and matching personal goals with the manpower requirements of the economy. The sessions are spaced several weeks apart and the intervening periods are used by both the counselor and the counselee to develop and follow up avenues leading to new jobs, career paths, or educational endeavors. The resources of the program's information bank are used extensively throughout this process.

The program has also established a group of graduate level courses which bring together representatives from anthropology, sociology, psychology and economics to develop a body of knowledge which relates work and personality to the aging process. The four-course sequence leads to a letter of completion in mid-life assessment and has had broad appeal to professionals in the counseling, manpower and personnel fields.

EVALUATION

The program is evaluated by written questionnaires completed by participants and counselors. Of the program's initial participants, the counseling staff felt that approximately 35% were helped to identify immediately available positive and viable educational and career options, and an additional 50% benefited from an increased awareness of the range of possible options which they might pursue at a later date. The majority of the participants indicated that the counseling sessions were helpful or very helpful to them in exploring realistic career or educational options.

Advanced Programs
Oklahoma Center for Continuing Education
1700 Asp Avenue
Norman, Oklahoma 73069

PROGRAM GOALS

Flexible schooling/careers. (Provide graduate degree study for working adults.)

PROGRAM SIZE AND TARGET POPULATION

The program serves approximately 2150 individuals a year. Eighty-seven percent are men; 13% are women. Whites make up 88.5% of the participants, blacks 9%, and other ethnic groups make up the remainder. All participants are from middle income ranges.

Participants are recruited through bulletins and brochures. They must meet the admissions requirements of the University of Oklahoma Admissions and Records Office and those of the Graduate College.

The Advanced Programs of the University of Oklahoma are fully accredited graduate degree programs designed to provide up-to-date, mid-career training in the fields of economics, public administration, human relations, business administration, social work, and professional education. The program allows participants to maintain full-time professional positions while completing degree requirements.

YEAR STARTED

The program was begun in 1967 with the offering of a master's degree program in public administration. A Master of Arts program in economics was added in 1968; a Master of business administration and human relations in 1971; Master of social work in 1973; a Master of guidance and counseling in 1974; and a Master in educational administration in 1975.

STAFF

Advanced Programs is administered by the University of Oklahoma through an executive committee composed of the directors of the various graduate programs offered and a group of administrative officers including an executive director, an associate director, two assistant directors, an assistant dean and program coordinator, a material service manager, a program specialist and a director of European advanced programs.

In addition to the University's graduate faculty, academicians and executives who are acknowledged as leaders in their respective fields serve as visiting professors for a number of seminar sessions. Guest lecturers, expert in specific areas, are also invited to participate in class sessions. The resulting interaction provides students with a balance of theoretical and practical instruction.

FACILITIES, MATERIALS, EQUIPMENT

Facilities for seminars are located in the Center for Continuing Education at the University of Oklahoma. Courses are also offered in Europe, Canal Zone, Labrador, the Pacific, and 13 other sites in the United States.

Materials used are suitable for the mature student. They include books, paperbacks, abstracts, reprints, congressional hearings, and papers specially prepared for the program. University housing, nearby hotel accommodations, a food service and recreational events are made available to students.

MAJOR FEATURES

The major objectives of the programs' approach are 1) to meet the special needs and interests of adults, 2) to permit adults to pursue a degree program in a manner and under circumstances that are convenient to them, 3) to provide opportunities for student and program evaluation and educational research, and 4) to allow for independent study and research as background for intensive seminar sessions. The Advanced Programs methodology is designed to combine attendance in short-term intensive seminar sessions with independent study to allow the student maximum flexibility in planning and completing a course of study which meets her/his individual interest, professional needs, and time schedule.

The intensive seminar session is a 30 hour week of lecture, conference, discussion, group problem solving, and individual study. The session is preceded by preparatory reading and study equivalent to that normally accomplished in a traditional two-hour semester course. Assignments and reading materials are mailed to the student and are to be completed before actual participation in the seminar. The student is guided in the preparatory study by a statement of the purposes and objectives of the course and a syllabus outlining the intensive study session. Program staff feel that this technique has an advantage over traditional classroom sessions in that students are familiar with the course design and the reading materials before the first class meeting. Upon passage of a comprehensive examination given on the last day of class, students are awarded two hours of graduate credit per session.

The cost of the program includes an application fee, tuition fees, a graduation fee, books and materials, and whatever housing or transportation costs may be necessary. Veterans' benefits are available for eligible veterans.

EVALUATION

The program is being evaluated by teacher and student evaluations, a periodic student questionnaire, a follow-up study of graduates, and by the final examination. The results of the entire evaluation reveal that this nontraditional approach is challenging, beneficial and quite popular.

An Approach to Bringing Occupational Information to the Underemployed and Unemployed

Delaware County Community College
Media, Pennsylvania 19063

PROGRAM GOALS Career decision making; Job getting and job maintenance skills; Personal growth.

PROGRAM SIZE AND TARGET POPULATION This program serves 4,000 people yearly, 60% of whom are women and 20% of whom are black. They come from the suburbs of a large city and all income ranges, with 60% coming from families in the middle income range. Participants are self-referred on the basis of brochures, newspaper articles, and various publicized community outreach programs.

YEAR STARTED The program started during the 1973-1974 academic year.

STAFF Overall supervision of the program is assumed by the Associate Dean of Students at the college. A Director of Career Resources has direct supervision of the program while a Counseling Supervisor is responsible for staff training and assisting in various aspects of program development. The counseling staff consists of one full-time and two part-time counselors whose responsibility it is to develop and implement programs; to provide career information testing services and personal counseling, and to make guest speaking appearances at local community organizations. A Laboratory Aide is responsible for arranging and implementing outreach activities such as establishing temporary career information resource facilities in areas of heavy pedestrian traffic (e.g., schools, shopping malls, banks, etc.). The program staff is augmented by a secretary who provides the necessary clerical support and an outside evaluator.

FACILITIES, MATERIALS, EQUIPMENT The program is housed in the Career Resource Center at the college and sends outreach programs in a mobile van to various community and business facilities. Materials used in the program include teacher-prepared career brochures and lesson plans for programmed activities, district-prepared computerized career information, and a variety of commercially-available guidance materials.

MAJOR FEATURES The major objectives of the program are: 1) to offer programs and seminars aimed at helping individuals consider the various factors involved in changing a career; 2) to make the Career Resource Center and counseling more available to county residents who are contemplating career redirection, who are unemployed or underemployed; 3) to bring resources and information about careers to county residents at their convenience; and 4) to train professionals in the community so as to enable them to better assist individuals with their career plans.

Career guidance lesson plans have been developed for and implemented with four major groups of people: women, currently employed individuals who are seeking advancement or redirection, unemployed individuals seeking direction, and school aged youth. All of these programs are conducted on a group interaction basis.

The program for women, entitled Choice or Chance, was designed to assist women in developing a sense of self-awareness and to provide information concerning unique career problems. It is normally given in four sessions lasting 2½ hours each. A fifth optional session has been established for individual counseling appointments. The lessons contain exercises and information on decision-making, assertiveness training, the job market, values clarification, needs and interests assessment, and job getting skills.

The Program of Redirecting and Upgrading is designed specifically to deal with the question of career redirection and the possible resultant desire for upward mobility on the individual's part. Given in the same format as that for women, the seminar's content and goals are aimed at increasing the participant's interpersonal awareness and self-knowledge in relation to the working world.

The Program for the Unemployed is offered in ten 2-hour meetings occuring each day for two weeks. It is designed 1) to instruct "job ready" participants as to specific skills needed for finding, securing, and retaining employment and 2) to reinforce their motivation to seek and maintain employment. The Program for Youth is designed to assist high school-age youth in personal evaluation, in getting career and job information, in decision-making strategies, and in job search technique.

A composite of these programs was offered in a number of formats to several different community groups and schools. Individual counseling contacts and outreach services at five shopping center locations account for the remainder of the people served by the program.

EVALUATION

A third party evaluation indicated excellent progress toward meeting all the pre-stated objectives. A follow-up study of group and individual counselees is being conducted but subjective comments and the evaluation both indicate that the program activities are well-planned, informative, and presided over by an enthusiastic and competent staff.

Career Counseling Program for Adults
Bucks County Community College
Newtown, Pennsylvania 18940

PROGRAM GOALS Entry or reentry into the job market/educational institutions; Personal growth.

PROGRAM SIZE AND TARGET POPULATION This program serves about 200 people yearly, 75% of whom are women and 97% of whom are white. The people live in suburbs and rural towns near a large city, and are primarily from middle income levels. Participants are self-selected. They learn about the program through publicity in newspapers, radio, and television, brochures, contact with various public agencies, and "word of mouth."

YEAR STARTED The program began in 1972.

STAFF The program is staffed by 2 counselors. Their tasks are to seek out individuals and groups within the community who can best profit from career counseling, and to help these individuals formulate specific goals for their future. The counselors must have administrative skills, be able to meet with the public in promoting the program, be competent in the area of job availability, and be able to assist an individual to realistically assess her/his abilities and interests and relate these to the world of work.

FACILITIES, MATERIALS, EQUIPMENT The program operates out of its site on the Bucks County Community College campus, as well as at locations throughout the community. They are able to take the program wherever the need exists in the community. The materials used consist of counselor-prepared worksheets and commercial tests including Holland's Self Directed Search, Edward's Personal Preference Inventory, and the Strong Vocational Interest Blank.

MAJOR FEATURES The program uses both group and individual counseling sessions to help adults plan their career. The major objectives of the program are:

a. To acquaint the client with the need to examine her/his interests, goals, priorities and abilities in planning her/his career.
b. To become knowledgeable about the various techniques in a job search. (Resume writing, interviewing skill, application completion, letter forms, etc.).
c. To become aware of the need to plan for future career choices, re-training, job elimination, etc.
d. To make career counseling a continuous function through the adult years.
e. Referral to appropriate sources to job placement.

The program utilizes a six-session format, each session lasting approximately two hours. However, this is not a rigid time frame and a greater or fewer number of sessions may be held depending on the individual needs of the client and/or group. The basic content of the six sessions is as follows. Session I deals with self-evaluation and the significance of likes, interests, abilities, and values. Exercises in this session deal with fantasies, achievements, and failures. Session II focuses on changing roles and participants examine all of the roles they currently fulfill. In Session II a vocational profile is developed for each participant in which they take a hard look at their abilities and other personal traits and relate them to job satisfaction. Sessions IV and V treat career research. Participants learn how to explore their areas of interest and where to find appropriate resources. Participants study four specific occupational areas of their choosing. They determine the characteristics of workers who generally choose these areas, compare the jobs in terms of salary, life style, places of employment, etc. Session VI is a wrap-up session where future strategies and plans are developed and the program as a whole is evaluated.

EVALUATION

The program is evaluated by means of questionnaires which are sent to all participants. The participants have responded very favorably, especially those individuals who needed a greater opportunity for self-exploration.

Educational/Vocational Counseling for Adults
Continuing Education
The Pennsylvania State University
J. Orvis Keller Building
University Park, Pennsylvania 16802

PROGRAM GOALS

Entry or reentry into educational institutions (Making educational/vocational counseling available to part-time adult students).

PROGRAM SIZE AND TARGET POPULATION

The program serves approximately 10,000 people per year, 51% women and 49% men. Over 78% are from middle income levels, with the remainder primarily low income. The service is offered at a number of locations statewide, with participants being drawn from the corresponding urban, suburban, or rural areas.

The goal of the program is to provide educational/vocational counseling to all part-time adult students enrolled in courses offered through Continuing Education throughout The Pennsylvania State University system. Students complete or update a counseling survey at registration and are otherwise informed about the program through individual letters, announcements distributed to instructors, posters, class visits, news stories, and coffee klatches.

YEAR STARTED

The program was started on a pilot basis at five locations in late 1972, based on an extensive survey of all Penn State Continuing Education students. In July 1973, expansion of the program to all Pennsylvania State University campus areas was authorized.

STAFF

Administration of the program is handled jointly by the Office of the Vice President for Continuing Education and the Office of the Vice President for Student Affairs. There are currently 28 part-time counselors providing counseling services at 20 Continuing Education locations, including one prison. Each counselor has at least a master's degree in counseling or psychology, with previous counseling experience, and is not currently engaged in full-time, one-to-one counseling situations. In addition, all of the counselors take part in an orientation program which covers University policies and procedures as well as a review of counseling skills applicable to adults. The counselors are responsible for providing counseling in the areas of academic and career goal setting, planning, and adjustment. They do not provide therapeutic counseling, but refer students to various community agencies for personal or psychological counseling as required.

Two Coordinators are responsible for supervising the part-time counselors. The Coordinators themselves serve as counselors in other capacities. They periodically visit and observe the program counselors at their assigned locations, participate with them in some student counseling sessions, and review and comment in writing on monthly counseling reports which the counselors submit.

FACILITIES, MATERIALS, EQUIPMENT

A variety of campus and community facilities are used for the counseling services. At several locations, the part-time counselors use during the evening the same facilities which are used by resident counselors during the day. Materials used include information memos prepared by program staff, University publications dealing with course selections, degree requirements and how credits earned through Continuing Education can apply toward a degree; and various occupational information resources.

MAJOR FEATURES

The objective of the program is to assist part-time adult students to set and attain educational and career goals by offering them an opportunity to discuss their academic and vocational objectives with a counselor knowledgable about counseling theory and technique and University policies, programs and courses.

Most of the counseling is done in the evening between 6:30 and 9:30, on an appointment basis. The counseling is offered at no charge, and students may consult with the same counselor as often as necessary. Pre-registration counseling, particularly in the area of course selection, is offered to all students enrolling through Continuing Education. In addition to assistance with course selection, educational counseling may include the provision of general information on higher education, interpretation of University policies and procedures, or even referral to other institutions which offer specific programs of interest. Vocational counseling may include assistance with setting employment objectives, the provision of information on requirements of specific career fields, or referral to technical or other training programs. Counseling provided through the program has even resulted in some students arranging with their employers for released time from work to attend classes.

EVALUATION

The counseling services are evaluated and maintained at a high quality level through the monthly reports submitted by the counselors to the Coordinators, and the Coordinators' visits to the different locations. There are numerous individual examples of dramatic assistance the program has provided to students. The program has also had an impact on the University as a whole, e.g., effecting changes in admissions policies for adult students, raising possibilities for new types of academic programs, and extending the University's contacts with other academic institutions and community groups.

Home/Community Based Career Education Model III

Career Education Project
800 Howard Building
Providence, Rhode Island 02903

PROGRAM GOALS Entry or reentry into the job market or educational institutions; Career decision-making.

PROGRAM SIZE AND TARGET POPULATION The program serves approximately 2,000 people per year, 77% women and 23% men. Approximately 92% of the participants are white, 4% are black, and the rest are from other ethnic groups. The program serves people from all income levels, although 80% make less than $15,000 per year.

The program is designed to serve home-based adults (e.g., mothers, high school dropouts, career reentrants) who are not currently working full-time, not currently in school on a full-time basis, and who would find it difficult to make a special trip for career counseling. Televised public service announcements, radio spots, and newspaper ads are among the means used to inform potential participants about the program.

YEAR STARTED The program was started in October 1972 to serve Rhode Island adults. It is part of the Career Education Project operated under a contract between the National Institute of Education and a non-profit research corporation, the Education Development Center, Inc. (EDC), Newton, Massachusetts.

STAFF There is one Project Director responsible for overall administration of the program, which has evolved the following components:

Career Counseling - At full operation, the staff consists of an Associate Project Director for Counseling, two Counseling Supervisors, and 10 trained paraprofessional counselors. The professional staff are responsible for training the paraprofessionals and for providing supervisory support. The paraprofessional counselors are responsible for the direct delivery of career counseling services to clients.

Resource Center - The function of the Resource Center is to collect a wide variety of career-related materials for use by clients, counselors, and others. The staff currently includes a Resource Center Director with overall administrative responsibilities; a head librarian and assistant librarian responsible for building, maintaining and circulating the resource collection; and a staff assistant who produces a bi-weekly newsletter.

Information Unit - Under the direction of an Information Unit Director, with assistance from other members of the program staff, this unit surveys, compiles in a useful fashion, and keeps current the available information about local education, training, and supportive services.

Outreach - This component of the program is responsible for attracting clients and informing the public of the program's activities. The staff includes a full-time Director of Communications responsible for mass media advertising, and a part-time Director of Community Information responsible for providing liaison with education and service providers and community leaders.

Research and Evaluation - This component of the program, under the direction of an Associate Project Director for Research and a Research Coordinator, is responsible for designing and implementing evaluation procedures to inform program staff, NIE, and others in the field of the extent to which the program is meeting its objectives.

FACILITIES, MATERIALS, EQUIPMENT

All of the program components are located in a general office facility in downtown Providence. In addition to materials maintained by the Resource Center, the Information Unit has developed a wide variety of materials for use in client counseling, e.g., directories of career-related educational and training opportunities and supportive services available to adults in the Rhode Island area.

MAJOR FEATURES

The goal of the program is to help its clients with career decisions and plans for subsequent courses of action. All of its services are offered at no charge to clients. The basis of the program is telephone counseling. Trained paraprofessional counselors are available to talk with clients any weekday between 9 and 5; at other times, an answering service will take the client's number for a counselor to return the call later. Clients can talk with the same counselor as often and as long as they like. Counselors provide assistance to clients in all of the following areas: helping them to assess their interests and abilities; helping them to learn about occupational fields that are likely to expand in the next decade; informing them of education or training required for various careers; referring them to places where they can get that education or training; and providing information about local child care facilities, testing centers, and other supportive services. The Resource Center is also open from 9 to 5 on weekdays, and all of the program components and related staff functions are used in providing assistance to clients. (The program staff have developed and have available a series of "how-to" manuals describing the principles, procedures, and materials related to each of the program components. These are available from the Career Education Project, Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160.) A Rhode Island Community Task Force addressed the question of local implementation and recommended that the project be continued. The Career Education Staff has provided technical assistance to the Rhode Island Staff which is now carrying on the career counseling program under the sponsorship of the Rhode Island State Department of Education and the Rhode Island Office of Manpower Affairs.

EVALUATION

The program's Research and Evaluation component collects information at intake, during the process of counseling, at termination, and approximately one month following termination. A decision concerning an education or training program was reported for 38% of the clients. Approximately one half of these were enrolled or applied and waiting for acceptance. A job-related action or decision at termination was reported for 37% of the clients. Eighty-two percent of these clients terminated as working or searching for work. For those clients who identified a program in which they were enrolled or had decided to enroll, 50% were in college or junior college level courses; 12% in post-secondary, vocational or technical training; 11% in training offered by government programs; 10% in adult education courses, and 14% in other programs. Over 90% said they were satisfied with using the telephone for their counseling sessions. Ninety-two percent rated the overall counseling and the counselors as good or excellent, and 82% of those in one client sample who said they planned to enroll in an educational or training institution did in fact do so. A complete report of research and evaluation activities will be available at the end of December 1975. An external evaluation is currently in process.

Educational Information Resource Guide for Adults
1025 West Johnson Street, Room 971
Madison, Wisconsin 53706

PROGRAM GOALS Flexible careers/schooling; Entry or reentry into educational institutions.

PROGRAM SIZE AND TARGET POPULATION This program consists of a large printed resources manual containing detailed information about schools and educational programs in eleven counties of southern Wisconsin. It also provides information for adults making mid-career changes and related educational choices, e.g., the location of child-care centers, services offered to adults by various agencies, discussions of the prospect for success in a chosen program, and the job market outlook in the area.

The guide is made available through a mobile educational counseling service. It is also distributed to public libraries, high schools and postsecondary institutions, businesses, industrial personnel offices, hospitals, and correctional institutions.

YEAR STARTED The guide was first published in 1973 by the University of Wisconsin Extension. Funds for its development and dissemination have been made available through Title I of the Higher Education Act and the School of Education, University of Wisconsin-Madison.

STAFF The program staff is divided into two categories. One consists of those who are involved in the development and distribution of the resources guide. This part of the program has a director, an assistant director, a project assistant, and several support staff. It is their job to gather information pertinent to adult students, compile and distribute it to counselors and various public facilities.

The second part of the program staff consists of counselors employed by the University of Wisconsin Extension mobile educational counseling service. These counselors, trained in individual guidance, are responsible for knowledge of resources that will assist the adult who is returning to school.

FACILITIES, MATERIALS, EQUIPMENT The program makes use of a prepared questionnaire to gather information pertaining to adult educational and vocational opportunities. The information is then compiled and distributed in an inexpensive binding costing about $0.75 per copy.

MAJOR FEATURES The primary objective is to develop a comprehensive printed resource to aid adults in the planning and selection of educational programs and in locating resources which fill their needs. The guide has three major features. It presents institutional characteristics such as location of the institution, student services available, percent of adult learners now enrolled, registration procedures, and persons to contact. It offers programmatic details, including the nature of and time needed to complete a program, when and where courses are offered, and vocational and avocational outcomes of programs and courses. Finally, it discusses the unique concerns of adults such as the prospect for success in a chosen program, financing a course of study, child care services available, assets gained from a particular program, and the job market outlook in the area. An attempt is also made to answer the special questions and needs of handicapped adults.

EVALUATION

The project was begun on the basis of a telephone survey of 854 residents between the ages of 24 and 59 in the eleven-county area. Forty two % expressed an interest in pursuing college work. Seventy-six % said they would be more apt to take courses if they knew what was available. The success of this approach has been evaluated through questionnaires and reports from those receiving the resource guide. It has been positively received by counselors for the University of Wisconsin Extension program, prison counselors, and training directors of corporations.

Office of Continuing Education Services
University of Wisconsin
432 North Murray Street
Madison, Wisconsin 53706

PROGRAM GOALS Career decision-making; Entry or reentry into educational institutions or the job market.

PROGRAM SIZE AND TARGET POPULATION This program serves about 500 individuals a year. The population served is over 70% women, 95% white, and virtually all participants come from families in the middle-income range. Participants are self-referred on the basis of brochures, public speeches, and a media campaign.

YEAR STARTED The program was started in October of 1972 in an attempt to extend University of Wisconsin counseling services to returning adults.

STAFF The program staff consists of a half-time Director, a three-quarter-time Associate Director, two half-time Project Coordinators, two volunteer trainees, and two student interns. Staff duties and responsibilities include administration, individual and group counseling, testing and evaluation, public relations work, consultation and referral services, planning and leading workshops, and research evaluation and follow-up. The paid staff is also responsible for conducting an ongoing teaching/training program for the trainees and interns.

FACILITIES, MATERIALS, EQUIPMENT Program activities take place on the University campus, in community facilities such as public libraries, and in various business facilities. Materials used include vocational and educational information and test materials provided by the University and a variety of staff-prepared materials used in the workshops.

MAJOR FEATURES The goal of the program is to facilitate the educational and career planning and implementation of the returning and non-traditional student population and the many mature adults in the community who are thinking about restructuring their lives by returning to school or to work.

To meet this objective, the program offers individual counseling on both an appointment and a drop-in basis, most of which deals with educational and vocational decisions, career choices and life-planning. The program staff also offers information and referrals with regard to admission, registration, financial aid, and child care to prospective returning students. Vocational testing and refresher courses in study skills and reading improvement are also made available to clients.

The program offers nine different group counseling and workshop activities. A workshop on "Career Planning and Decision-Making," offered on various days and at various times in the hope of attracting both working and non-working individuals, is offered to facilitate the process of decision-making and life-planning. Two steps are involved. First, the process by which values are formed and how values shape decisions and plans is clarified by means of special group exercises, discussions, lectures, and home assignments. Second, specific academic and vocational information is given to clients by means of feedback from individual vocational testing, presentation by local community employers, school personnel, and luncheon guests who can serve as role models. This workshop has been offered at six different University of Wisconsin campuses.

The Continuing Education Services lounge and occupational library serve as a center for two luncheon seminar series which meet informally once a week for six weeks and feature speakers from various campus offices and departments on topics of interest to the returning student. A community outreach group, "Continuing Education Workshop," offers educational counseling in the Madison Public Libraries for three to four weeks in one-hour sessions during the time of the library's Preschool Story Hour. While the children are hearing stories, program representatives are meeting with parents, exploring the possibilities for further education or employment, distributing information, and offering counseling services. Other group activities include an outreach informal rap group for women, a graduate student/faculty liaison group, and a discussion group for single parents.

The program also offers consulting and referral services, a teaching/training program for volunteers, and an opportunity for guidance and counseling research and program evaluation.

EVALUATION

Evaluation for individual counseling and workshop and group programs has been by means of follow-up questionnaires. The feedback from individual counselees on a recent survey showed that 40% had returned to school and 75% rated the counseling they received as good to excellent. Feedback from the "Career Planning and Decision-Making" Workshops, obtained at initial, six- and ten-month follow-ups showed that 78% changed activities, 54% returned to school, and there was an overall high degree of satisfaction with the program.

For other programs which are designed for Mid-Career Changers, consult the programs presented in Women's section.

Programs for

Other Target Populations

- Rural Residents
- Prisoners
- Handicapped
- Veterans
- General Adult Audience
- Senior Citizens and Retired Persons

PROGRAMS FOR RURAL RESIDENTS

Portage Lake-Range Area Community Schools
Houghton, Michigan 49931

PROGRAM GOALS

Flexible careers/schooling; (Adult high school completion; personal and community enrichment through educational and recreational programs for people at all age levels in the community).

PROGRAM SIZE AND TARGET POPULATION

The program serves approximately 2350 people per year, 50% women and 50% men. Almost all of the participants are white and come from middle income levels in the towns of Houghton, Hancock, and the surrounding rural area.

The program aims to serve anyone in the community, from preschoolers through senior citizens. Participants learn about the program primarily through advertising programs in the local newspapers, radio, and television.

YEAR STARTED

The program was started in 1968 as a cooperative effort among the school districts of Hancock, Portage Township, Adams Township, and Chassell Township.

STAFF

The superintendents and boards of education of the four cooperating school districts have established a community school board, made up of two members from each local board of education. The community school board has authority over all budgetary and policy-making matters concerning the program. There is one Community School Director responsible for overall administration of the program. This includes conducting evaluations of community needs, setting up, scheduling, and coordinating programs and activities to meet these needs; locating and contacting community people to take part as instructors or group leaders for the various activities; and arranging for advertising campaigns through the local news media. There is also an assistant director.

Approximately 75 instructors are responsible for teaching the various classes which are offered. Some of the instructors are teachers from the schools in the four districts, and some are other members of the community who have knowledge or expertise in particular areas.

There is also one counselor responsible for meeting with Community Schools students on an individual basis as needed to assist them in solving their school-related or other problems.

FACILITIES, MATERIALS, EQUIPMENT

Courses, recreational activities, and enrichment programs are offered at schools in the four districts, at a variety of business and industry facilities, and other community locations. Materials used include commercial texts, adult basic education materials, and instructor-prepared handouts.

MAJOR FEATURES

The goal of the program is to increase efforts to improve the quality of life for constituents in the four school districts. To attain this goal, the program attempts to provide educational and recreational programs and activities for people at all age levels in the community, in response to identified needs. Courses and other activities are offered at various times during the day, evening, and on weekends, in order to accommodate the schedules of all members of the community.

The adult high school completion program serves approximately 300 people per year and includes courses in literature, history, math, and science. It is accepted as a GED test center by the Michigan Department of Education and the American Council on Education, Washington, D.C. The program offers high school completion courses in nearby rural areas as well as at school locations. The staff counselor is available to provide individual academic and personal counseling to students upon request, and the program publishes its own newsletter. Students spend an average of four hours per week in class.

The adult enrichment-recreation program offers a wide variety of courses to adults. Recent courses have included family budgeting, a human sexuality seminar, sculpture, karate, transcendental meditation, and basic Civil Service training. The total amount of time participants spend in the program depends on the numbers and types of activities in which they take part; there are small tuition fees for most of the courses. A nursery school program is available for preschool children of parents who take part in daytime classes.

The program also provides assistance to senior citizen groups in the area of which there are currently four centers. The groups run their own centers and offer courses in arts and crafts, home economics, and senior citizen living. Senior citizens may take any courses offered through the adult enrichment program without paying the tuition fee.

In addition to programs for adults, the Community Schools offer a wide range of enrichment and recreation activities for youth in the four school districts, e.g., sports, arts and crafts. These activities are designed to supplement the regular public school offerings.

EVALUATION

The adult high school completion program is evaluated primarily in terms of the number of students who graduate, which is consistently high. The various enrichment and recreation programs are evaluated primarily through informal participant feedback, plus all programs are evaluated monthly by a citizens' committee. The results of a recent community survey indicate that most community members rate the Community Schools' overall image in the community and the specific programs and activities offered as excellent or good.

Mobile Career Development Program
P.O. Box 530
Wilburton, Oklahoma 74578

PROGRAM GOALS	Career decision-making; Entry or reentry into job market/educational institutions.
PROGRAM SIZE AND TARGET POPULATION	The program serves approximately 20,000 low-income individuals in rural areas each year. Fifty-five percent of the participants are men, 45% are women. Sixty percent are white, 35% are black and the remaining 5% are American Indian.
YEAR STARTED	The program was started on 1 July, 1971 as a division of the Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma, in cooperation with the Guidance and Counseling Section of the State Department of Education.
STAFF	The program staff consists of a Program Director, an Assistant Program Director, six Career Specialists, and an Administrative Secretary. The Director and Assistant Director are responsible for the general administration, planning, coordination, supervision, promotion, evaluation and improvement of vocational career development programs in the project area. The Career Specialists are responsible for providing counseling and information on career and vocational opportunities to students and adults. The entire staff works in close cooperation with schools, businesses, civic organizations, and other service and training agencies recognized as opportunities to insure the success of the Career Development Program.
FACILITIES, MATERIALS, EQUIPMENT	The Director and Assistant Director have an office in the administration building of the Kiamichi Area Vocational-Technical School in Wilburton, Oklahoma. The Career Specialists work out of three specially designed and constructed, 12' x 60' mobile units which contain two offices, a reception area, a conference-projection room, and storage space. The units are moved from town to town with the use of a two-ton truck-tractor owned by the State Department of Vocational and Technical Education and driven by the Career Specialists themselves. Each mobile unit contains a full line of audiovisual equipment, cassettes, film strips, slides, film loops, and 16mm films which either describe careers, aspects of the world of work, or show the facilities at vo-tech schools, colleges, etc. The Oklahoma Employment Security Commission provides up-to-date microfiche cards showing job openings, and a program entitled Vital Information for Education and Work provides career information reflecting local and statewide occupational and educational conditions. Brochures of all vocational-technical schools, colleges and training centers in or near the project area are also available in each unit.
MAJOR FEATURES	The program is designed to provide occupational training and career information to school age children, school dropouts, and adults from the seven rural counties of southeastern Oklahoma. The area served is characterized by limited employment opportunities for those without skills and educational preparation, a large number of welfare-supported families, limited school guidance personnel, and a lack of information and communication media to encourage individuals to take advantage of educational and vocational training opportunities in the area.

To meet the needs of this area the program emphasizes career awareness though career orientation and counseling. Program personnel work extensively with available resource personnel, cooperating government agencies, and educational units for referral of clients being served by the mobile career units. Two Career Specialists are assigned to each of three mobile units which move from community to community throughout the school year.

Before moving a unit to a school, the Career Specialists meet with the superintendent, principal, and counselor regarding the location of the unit, the program, and schedule. News releases are published inviting anyone interested in Career Development to visit the unit. Once the unit is set up, an assembly is held presenting an overview of vocational-technical education and what Career Development offers. Where an assembly is not feasible, groups of 20-25 students are brought through the unit for an initial orientation and motivation presentation entitled the "World of Work". Students who are interested in further exploration are welcomed back to the unit either in small groups with similar interests, or individually. Staff specialists are able to recommend a program of vocational, technical, on-the-job, or academic training suitable for each individual. The program is not limited to public schools, and, in addition to presentations at various civic, church, and senior citizens groups, has a comprehensive adult program. When individuals making a mid-career change, in need of retraining, or looking for a new job visit the unit they are introduced to "job families", possible employment opportunities, training opportunities, and agencies which may be of further assistance. Working from leads furnished by state office and local sources, Career Specialists attempt to contact all students who have dropped out of school to make them aware of the available training opportunities.

EVALUATION

A formal third party evaluation for the 1973-74 year of operation indicates that the project has been successful in reaching or exceeding its stated objectives. It indicates that the project is well accepted and that a large number of students and adults are being given valuable information to assist them in making more realistic career choices and in finding suitable training opportunities to prepare them for employment.

Career Education for Persons in Rural Areas
North Central Technical Institute
1000 Schofield Avenue
Wausau, Wisconsin 54401

PROGRAM GOALS	Entry or reentry into the job market; Job-getting and job-maintenance skills; Career decision-making.
PROGRAM SIZE AND TARGET POPULATION	This program is aimed at and serves 3,000 to 5,000 individuals a year, about 50% of whom live in rural areas. Forty percent of the participants are men, 60% are women, and virtually all are white. Three-fourths come from families in the low-income range with the remainder coming from the middle-income range. Persons who are unemployed or under-employed, mid-career persons, women, high school dropouts, or parents come to group sessions or seek indiviudal counseling on the basis of brochures, handouts, a monthly newsletter, a community outreach program, and a media and publicity campaign.
YEAR STARTED	The program was started in 1973 as a federally-funded career education project of North Central Technical Institute.
STAFF	The program staff consists of a Project Director, an Associate Project Director, and four Career Education Consultants. Staff duties and responsibilities include keeping abreast of current career information and materials, community programs and resource persons; performing publicity and public relations work; organizing and conducting programs, workshops and seminars; preparing program materials; and conducting indiviudal and group counseling.
FACILITIES, MATERIALS, EQUIPMENT	The program works out of the North Central Technical Institute, but many of its programs and group activities take place in and through community and service agencies. Its community outreach programs utilizes schools and libraries in an attempt to reach rural citizens. Materials utilized include commercially available written materials, films, filmstrips, vocational interest tests, and career information. A variety of staff-prepared and compiled materials provide career planning and placement information, educational benefit and financial aid information, and an area resources guide. Materials are primarily geared toward teachers, adults over 16, and women.
MAJOR FEATURES	The program features career education counseling to a broad range of adults. The program offers individual, small and large group counseling, and small and large group programs featuring films, panel discussions, and demonstrations in an attempt to meet the different needs of a wide variety of adults. Other services provided to adults besides counseling include information about educational and occupational opportunities; career exploration workshops and materials; self-appraisal in the form of counseling and testing; few materials relating to job opportunities and educational and training requirements; financial aid and Veterans' benefits information; and GED classes, testing and diplomas. A special program for women explores new career options for women and teaches job-getting and maintenance skills through large group programs, individual counseling, and small informal discussion groups.

The program also offers services to teachers of grades K through 12. Services include inservice training meetings and workshops, classroom demonstrations, curriculum materials and activities, individual meetings, assistance with career education program development, and an area resources guide.

In its attempt to convey career development information to adults in rural areas, especially those in the lower-income bracket, the program features constant and wide publicity including newspaper articles, flyers, a monthly newsletter, radio announcements, and radio talk shows appearances by the program staff. The staff also works closely with community service organizations and schools both in determining needs and reaching potential clients.

EVALUATION

Since this project deals with the rural disadvantaged adult, staff report that it has been virtually impossible to find a tested instrument appropriate for their use. For this reason, the case study approach has been used to evaluate the program. The case studies consist of a checklist and narrative describing the client, counseling techniques, and outcomes. Self improvement, career decision-making, educational advancement and job placement are all covered. Staff report that judging from the progress clients have made in the above areas, the program is very successful.

Career Exploration Development Facility
301 East Adams Street
Riverton, Wyoming 82501

PROGRAM GOALS

Vocational skill training (Exploratory work experience); Job-getting and job-maintenance skills.

PROGRAM SIZE AND TARGET POPULATION

The program serves approximately 130 people per year, 51% women and 49% men. Fifty-seven percent of the participants are white, 28% are American Indian, and 14% are Spanish-speaking. Ninety-five percent of the participants are from low income levels and over 75% come from rural and small town areas.

The program aims to serve any adult from the state of Wyoming who is dissatisfied with or forced to make a change in her/his career choice. Participants are referred to the Facility by agencies of the Comprehensive Employment Training Act; the Work Incentive Program, the Division of Vocational Rehabilitation, Developmental Disabilities; Central Wyoming College; and the State Department of Public Assistance and Social Services.

YEAR STARTED

The program was started in October 1972. It is sponsored by Central Wyoming College, which is also located in Riverton.

There is a Director who has overall administrative responsibilities for the Facility, with secretarial assistance. Instructional staff consists of one Adult Basic Education instructor and three instructors in the vocational areas of trades, business, and home economics. These people are responsible for providing instruction in their respective topic areas and fields of expertise, as well as information on what working at specific jobs in these fields is actually like. There is also one counselor who is responsible for providing guidance and counseling as needed and requested by program participants, and an outreach counselor specializing in youth offenders, first offenders, women, migrant programs and corrections.

FACILITIES, MATERIALS, EQUIPMENT

The program is housed in a remodeled house which students themselves have helped to remodel. Students also use the Learning Skills Center at Central Wyoming College. Various types of commercial equipment (e.g., typewriters, welders) are used in the vocational education courses. Many of the course materials have been written or prepared by the program staff, including self-instructional learning packets on certain topics. In addition, a large number of community businesses cooperate in making their facilities available for on-the-job exploratory work experiences.

MAJOR FEATURES

The program operates on an open entry basis whereby students may begin their participation on any Monday morning, provided there is an opening available. Tuition is paid by the participant's referring agency. School materials and supplies are furnished by the Facility. The goal of the program is to assist each student to recognize her/his abilities, aptitudes, and interests and to provide information useful to each in making a realistic career choice and in setting the short- and long-term goals necessary for attaining employment that is both personally meaningful and financially rewarding. It is a career exploration program based on the philosophy that people choose a suitable career and maintain their employment because they have had the opportunity to explore a variety of options available to them.

The six-week program is broken down into three two-week parts. During the first two weeks, students spend two hours per day at Central Wyoming College's Learning Skills Center, evaluating and improving as necessary their basic academic skills. The remaining six hours are scheduled on an individual interest basis, with instruction offered in approximately 30 different vocational areas of trades, business, and home economics. Students are encouraged to spend some time in as many different vocational areas as possible. During the second two weeks, students explore career opportunities by means of actual outside job assignments. Each student selects a number of careers in which s/he is most interested. Program staff then make placement arrangements with the private businesses or other organizations which employ people in these careers. During the final two weeks of the program, participants set a specific career goal and any necessary intermediate goals, with staff assisting as needed in the decision-making process. Staff also provide information and counseling on job search skills; availability and cost of further training; and job-maintenance skills such as appropriate interpersonal behavior, problem solving, and grooming.

Counseling services are available to students throughout the program; and a wide variety of employment, counseling, Indian affairs, and other social service agencies cooperate in providing assistance as needed. A follow-up service is also available, in which former students are offered whatever further staff assistance they need in reaching their career goals.

EVALUATION

Upon completion of the program, each student is asked to complete a program evaluation form and to make recommendations for improvements in the services provided. Follow-ups are conducted to determine how many former program participants are either working or enrolled in some sort of training program at least three months after completion of the program. For fiscal 1972-73, this successful employment or training rate was 71%; for fiscal 1973-74 the success rate was 84%; and for fiscal 1974-75 it was approximately 85%.

For other programs which address Rural Residents, see:

Program	Page
Discovery Program for Women St. Louis, Missouri	35
Counseling and Resource Center for Women Columbus, Ohio	49
Adult Vocational Program Fairbanks, Alaska	63
"English on Wheels" and Bilingual Adult Program Salinas, California	71
Career Counseling Program for Adults Newtown, Pennsylvania	119
Educational/Vocational Counseling for Adults University Park, Pennsylvania	121
Educational Information Resource Guide for Adults Madison, Wisconsin	125
Career Education for Adults Auburn, Alabama	171

PROGRAMS FOR PRISONERS

Inmate Committee for Higher Education
Box 686
Soledad, California 93960

PROGRAM GOALS

Entry or reentry into educational institutions or the job market; Career decision-making; Vocational skill training.

PROGRAM SIZE AND TARGET POPULATION

Each year the program serves approximately 2,000 of the 3,200 men incarcerated in the tri-facility complex of the Correctional Training Facility in Soledad, California. The men come from all economic backgrounds though most, 60%, come from the middle-income range. Forty percent of the participants are white, 30% black and 30% Spanish-speaking.

Regular membership in the Committee is open to all inmates who fulfill the application requirements, and maintain an adequate disciplinary record. Special memberships are open to otherwise ineligible inmates upon approval of the majority of the members, the Board of Directors and the group sponsor. Members are required to actively participate in the program's group activities and to attend at least one group meeting per month.

Participants in individual classes are either self-referred for counseling and training or selected according to established criteria for those courses requiring a specified entry level of prior training or academic background.

YEAR STARTED

The program was initiated by inmates and began in 1973.

STAFF

The program is staffed by a volunteer sponsor from the Valley Adult School in Salinas, California, and a Board of Directors consisting of a Board Coordinator, Secretary/Treasurer and coordinators for Activities, Academics, Special Interests, and Vocational/Technical, Reentry, and Informational programs. The Board Coordinator is responsible for all organization communications to inform inmates of educational activities and events. In addition, he coordinates the efforts of all outside programs offering classes within the facility. All Board and Committee members are inmates who donate their time.

Staff members require the skills necessary for communicating effectively with inmates at all academic and vocational levels. The coordinators must have experience in their given field. For example, the Vocational/Technical Coordinator must have a wide range of knowledge in many trade areas. He must be able to provide an individual participating in this area with knowledge of the requirements, training periods, courses, advancement potentials, etc. of a given field so that he may begin training to meet these requirements while still in prison.

FACILITIES, MATERIALS, EQUIPMENT

The program makes use of all available facilities within the complex having adequate space for twenty men to be supervised in a classroom setting. All study areas are equipped with desks, tables and chalkboards. Office space and equipment is donated by the institution.

Instructional and counseling materials are for the most part commercially prepared and consist of such items as the Encyclopedia of Occupations and Vocations, catalogs and bulletins from vocational schools and colleges, and the Occupational Outlook Handbook. The Committee has also prepared several reentry guides which describe programs connected with helping inmates reenter society. The cost of instructional materials is borne by scholarships, donations from inmates and monetary gifts from other outside sources. Programs outside the facility also donate courses materials and related books.

MAJOR FEATURES

The program seeks to improve educational and vocational opportunities for inmates while fostering creative, positive thinking and action, and assist the inmate in reestablishing himself upon release from the institution. The Committee provides college-level correspondence courses from six major universities and colleges and 37 correspondence schools across the nation, covering over 100 different vocational areas. Inmates with eligible veterans' educational benefits may pursue an Associate of Arts degree program sponsored by the Committee and offered through a local junior college. The academic and vocational/technical courses are in areas such as accounting, business, history, English, mathematics, plumbing, heating, automotive mechanics, electronics, electricity, television and radio repair, drafting, computer science, data processing, Spanish and art. The Special Interest area provides programs such as yoga, feminism seminars, cultural film series, self-realization, aviation ground school and scuba lectures. The Pre-release/Re-entry program prepares the inmate for reentry into society by helping him locate employment, housing, clothing, food, transportation, tools, and funding for educational programs. A data bank of all available resources for ex-offenders in California is maintained.

"Project Soledad," combining the efforts of all of the above areas, was designed by members of the Committee to prepare a man for entering college upon release by providing him with a series of college programs in economics, philosophy, history, and an introduction to college, as well as a series of outside guest lecturers from the local community.

A vocational library of approximately 10,000 volumes was developed by the Committee through donations of books from many publishing houses. The library is staffed by two full-time librarians.

The Teacher Workshop and Man Technology Seminar were two special programs offered by the Committee. The Teacher Workshop is conducted by two credentialed teachers, one of whom is an inmate. The purpose is to train inmates who will be teaching classes within the program. The Man Technology Seminar offered by the University of California at Berkeley is a one-day workshop which assists the Committee with its organizational development process.

EVALUATION

Counseling and follow-up of the program's participants continues after their release from the institution to determine how and where their training is put to use.

Basic Education, Pre-Vocational Training Program
Cook County Department of Corrections
2600 South California Avenue
Chicago, Illinois 60608

PROGRAM GOALS	Vocational skill training; Job getting and maintenance; Entry or reentry into the job market or educational institutions; Survival skills.
PROGRAM SIZE AND TARGET POPULATION	This program serves about 250 individuals in Cook County correctional facilities a year. Eighty percent are men, 95% are black and virtually all are from families in the low-income range. Participants in the program must have been sentenced to the jail for at least four months and must make a positive commitment to become productive members of society.
YEAR STARTED	This program was started in 1967 by the Senior Chaplain of the Cook County Department of Corrections and members of the Chicago Business Community. In 1970 a non-profit private organization was formed and named Programmed Activities for Correctional Education (PACE). PACE is endorsed by the Chicago Association of Commerce and Industry and receives the full cooperation of the Cook County Department of Corrections.
STAFF	The program policies are set by a board of directors including 1) a President who is responsible for carrying out the policies of the Institute; 2) a Director over the men's program and a Director over the women's program who are responsible for the day-to-day operations, major program decisions and outreach activities; and 3) a Director of Development responsible for fund raising, scheduling media appearances and public relations. The administrative staff is augmented by a Business Manager. The program staff consists of (1) a manager and a coordinator for implementation of the basic education learning program; (2) a manager and a coordinator for implementation of the pre-vocational learning program; (3) a counselor and a head counselor who provide individual and group counseling and serve as inmate-trainee recruiters; (4) a follow-up coach and coordinator who work with and provide activities for the released trainees; (5) a job developer and a job counselor who develop and locate jobs for trainees on a referral basis and provide job counseling; (6) a volunteer coordinator who supervises some 150 evening volunteers; (7) a work sample evaluator who implements a program which aids in determining a trainee's readiness for the world of work; and (8) a tester who administers all academic and ability tests for the program.
FACILITIES, MATERIALS, EQUIPMENT	Program activities take place within both the men's and women's correctional facilities. The buildings are well lighted, air conditioned, and have the appearance of a school. The program utilizes a variety of donated and commercially available textbooks, teaching machines, testing instruments, and teacher-prepared individualizing teaching aids.

MAJOR FEATURES

The major objective of this program is to provide the individual inmate with an adequate and meaningful program in which s/he can attain those academic, vocational and social skills s/he will need outside jail. This is coupled with the counseling services and follow-up assistance necessary to help her/him avoid recidivism. A further purpose is to provide the means of securing employment and of integrating the trainee into existing training programs on the outside.

The program consists of academics, pre-vocational and vocational training and assessment, individual and group counseling, job placement and development, and pre- and post-release services accomplished in four phases. The Basic Education and Pre-Vocational Training phase includes (1) counseling in the form of an initial contact interview, test administration and evaluation, help with interpersonal relationships, dissemination of occupational information, compilation of personal data necessary for job placement, and follow-up and evaluation activities in cooperation with the rest of the staff; (2) basic education in the form of diagnostic testing services, remedial and basic tutoring and high school GED training, an introduction to employment and social skills, and individualized prescriptive learning tailored to educational deficiencies; and (3) pre-vocational and vocational training consisting of vocational work samples, aptitude and personal preference assessment, and five different trade training clusters. The Employment and Social Skills phase of the program consists of job-getting and job-maintenance skill training, survival skill training in such areas as money management and legal problems, and job placement and development through community, educational, industrial, and small business contacts. The Pre- and Post-Release phase offers pre-release interviewing and planning, training and school contacts, and 24-hour availability for family or home visits and crisis intervention. The final phase of the program is the Women's Division Training Program which provides similar services to all of those above on a smaller scale to inmates at the women's correctional facility.

The program operates on a year-round open entry/open exit basis to approximate the work situation and provide continuity of instruction. Participants spend an average of 50 hours a week in program activities.

EVALUATION

The program has been evaluated on the basis of pre- and post-test scores measuring academic achievement, and on the basis of a follow-up study done in 1972 which compared program participants who were released with those released inmates who had applied to the program but were not accepted. Results of the first evaluation showed a 2.5 grade level gain for every 90 hours of academic work. The results of the follow-up study showed that recidivism among program participants was 25-30% compared to 75-80% among non-participants.

Human Resource Development Career Counseling Program
State of Illinois Department of Corrections
Box 400 Stateville Correctional Center
Lockport, Illinois 60441

PROGRAM GOALS

Career Decision-Making (through use of the Carkhuff Technology Systematic Career Exploration, Decision-Making and Planning Skills); Personal Growth (systematic interpersonal skill training); Job-getting and job-maintenance skills.

PROGRAM SIZE AND TARGET POPULATION

Each year, the program serves approximately 2000 residents of six correctional institutions within Illinois. Ninety-five percent of the participants are men. Approximately 60% are black, 5% Spanish-speaking, 32% white, and the remainder from other ethnic groups. Eighty percent of the participants are from the greater Chicago area, and most are economically deprived.

The actual participants are recruited from among men and women who will be appearing before the parole board in two months.

YEAR STARTED

The program was fully implemented by the State of Illinois Department of Corrections in January 1974.

STAFF

There is a Project Director from the Department of Corrections' Vocational Counseling Program who has overall administrative responsibilities for the program, including coordinating the program among the six institutions and supervising the instructional staff. There are a total of 15 instructors at the various institutions who are responsible for guiding the participants through the program materials. They must have learned the materials themselves and must be able to describe and model the specific skills which the program is designed to teach. The program trains its own staff, modifies the curriculum to meet its clients' needs, and works on developing further educational innovations for the Illinois Department of Corrections.

FACILITIES, MATERIALS, EQUIPMENT

The program's activities take place in classrooms, offices, or other facilities within the correctional institutions. Materials used include commercial career development materials (developed by Carkhuff Associates, Inc. in Amherst, Massachusetts), teacher-prepared workbooks, commercial and teacher-prepared pre- and post-tests, and teacher/student-prepared materials for monitoring course quality.

MAJOR FEATURES

The goal of the program is to teach institutional residents the skills they need to plan realistic careers. This is accomplished through a series of career guidance classes which make use of manuals and other materials developed by Carkhuff Associates, Inc., and which are based on the philosophy that realistic careers are reached by going through the following three steps: 1) expanding job knowledge and career route alternatives, 2) narrowing and choosing career opportunities, with the outcome of deciding upon one career path, and 3) planning how to reach the chosen career.

In the first section of classes (expanding), students learn about a variety of jobs and their related requirements, and select future interest-area and educational-level goals. In the second section (narrowing), each client explores, defines and prioritizes her/his values, interests, and abilities; and selects three jobs that correspond to her/his abilities, prospects, and desires. At the end of the second section, the participant further narrows her/his job alternatives down to one choice. In the third section (planning), the participant plans a strategy for attaining her/his vocational goals, including setting short- and long-range goals and developing time-frames for achieving them. After the three-part career choice portion of the program, the participants prepare themselves for job-seeking by identifying potential employers in their geographic areas, compiling resumes, developing and sending letters to prospective employers, and learning and practicing effective job interviewing techniques. Thus by the end of the program each participant has a career plan, a resume, a letter of introduction and up to 100 places of potential employment defined. Included in the Career Plan for students leaving the institution is a Survival Plan outlining alternative courses of action in case the initial plans need to be changed or delayed. Also, living, learning and working resources such as emergency medical care, clothing, housing and financial assistance are defined by the parolee. The average number of hours participants spend in the program ranges from 45 to 120.

EVALUATION

In a test comparison between 300 program participants and 100 non-participants Career Class students, doubled their knowledge on all test items, knew three times as many jobs and three times as much about jobs and controls, including more specific information, how to fill our job applications better, and more reasons why an employer should hire them. Career Class graduates were markedly better at job-getting when referred to operation DARE, a placement agency in Chicago for ex-offenders, than a control group who had not been through classes. In face-to-face interviews six months after release Career Class graduates stated that the classes had made a significant difference in areas of home, job interviewing and had "helped straighten my life out," as one parolee stated. The program has a very low drop-out rate and has been recognized by the Illinois Junior College board as an accredited college course.

Jackson Community College Prison Program
2111 Emmons Road
Jackson, Michigan 49201

PROGRAM GOALS Vocational skill training and Associate Degrees; Survival skills (preparation for reentering society).

PROGRAM SIZE AND TARGET POPULATION At present there are 976 inmates of the State Prison of Southern Michigan enrolled in some aspect of the program. The participants are enrolled in over 100 liberal arts and vocational education classes, and a special Prison, Parole, and Community program for inmates who are about to be paroled.

YEAR STARTED Jackson Community College first became involved in an educational program with the prison in 1967 when an experimental class in general psychology was taught to nine inmates. A pilot version of the present program was begun in 1969.

STAFF The program is a cooperative venture between Jackson Community College and the State Prison of Southern Michigan. Jackson Community College has employed an assistant dean to administer the program. He is assisted by three technicians, two of whom are former residents and graduates of the prison program. The instructional staff for the various courses consists of one hundred and one individuals who are either Jackson Community College instructors or doctoral candidates and instructors from surrounding universities. Five clerks are also assigned to the program.

FACILITIES, MATERIALS, EQUIPMENT Program activities take place in facilities on the community college campus, at the main prison facility which is called the North Campus, at the Michigan Parole Camp and at Camp Waterloo which is also part of the prison. Mobile classrooms are used for instruction at Camp Waterloo. The Jackson Community College Board of Trustees provides texts and related materials to the student inmates at no cost. Handbooks describing the various aspects of the program are provided to inmates and audio-visual equipment is available from the prison upon the request of the instructors. Jackson Community College has provided the State Prison of Southern Michigan with a duplicate copy of the card catalog on campus, and student inmates may receive books by requesting them through the prison librarian.

MAJOR FEATURES The purpose of the program is to provide educational opportunities to highly motivated individuals at the State Prison of Southern Michigan. These opportunities along with consultative services are designed to enhance the inmates' personal, intellectual, social, and economic awareness and abilities so that they may contribute to society in a manner conducive and complementary to themselves.

Classes leading to the Associate Degree in either Arts, Applied Arts and Science, or General Studies are offered behind the walls of the prison in the prison's high school facilities. These courses are offered in the evenings and on Saturdays. Vocational and Technical Education classes on the Community College campus are available to inmates of the trusty division of the prison. These students are transported from the prison to the campus by bus. The classes are held at night (10:00 p.m. to 2:00 a.m.), four nights a week. Areas taught are electrical wiring, business, machine shop, electronics, and drafting.

A class for men who are due to be discharged from the prison is offered at the Michigan Parole camp. The course is taught for four hours a day, Monday through Friday for a two-week period. This course aims to provide the inmates with a sense of self-confidence, goal direction, and an acceptance of community values and expectations. The course deals with the following topics: achievement motivation, personal finances, how to get and keep a job, family relations, community power structure, community resources and services, drug and alcohol clinics, leisure time activities, parole rules, and parole agents.

The facilities and services of the college's placement office are also available to all student inmates.

EVALUATION

Approximately 340 individuals have received their Associate Degree through the program, and an additional 400 participants have received certificates of program completion from a Vocational Education Program. Individuals completing the parole school program are each asked to evaluate the program. Results indicate that the inmates find the program particularly beneficial for community reentry. As an overall indicator of the program's success, seven similar prison-community college cooperative arrangements have been initiated in the State.

In the fall of 1974 the American Association for Higher Education, Washington, D.C., announced that the Jackson Community College Prison Program was the nation's largest program of its kind. The program is listed in the Association's Major Programs Division.

Career Development Center
Federal Reformatory for Women
Alderson, West Virginia 24910

PROGRAM GOALS Entry or reentry into the job market; Job-getting and job-maintenance skills.

PROGRAM SIZE AND TARGET POPULATION The program serves the residents of the Federal Reformatory for Women. Approximately 500 women participate in the program annually. The population of the institution is approximately 31% white, 55% black, 13% Spanish-speaking, with the remainder from other ethnic groups. All residents of the Reformatory participate in the program, except those with certain medical or custody restrictions or language barriers.

YEAR STARTED The Career Development Center program was implemented early in 1975. It is an outgrowth of a previous career program in limited operation between 1973 and 1975.

STAFF Administration of the program is under the direction of the Reformatory's Supervisor of Education and the Warden. The program is coordinated with the Reformatory's overall orientation program. Instruction is under the direction of one staff instructor. The instructor is responsible for conducting classes and directing the individual job research and sampling undertaken by each student. Five Education Representatives are responsible for providing individualized help to each student in determining interests, abilities, and the choice of an appropriate vocational field.

FACILITIES, MATERIALS, EQUIPMENT All Career program activities take place within the Reformatory. Both teacher-prepared and commercial materials, including films, film strips, audio tapes, and the Singer Vocational Evaluation System, are used in the classroom instruction and serve as the source of materials for the students' individual job research and sampling.

MAJOR FEATURES The main objective of the Career Center is to enable each individual entering the Reformatory to determine realistic goals for a vocation, as part of the Reformatory's programs. Participation covers a one week time period and includes classroom instruction, self-study job research, and individual career counseling. The classroom lessons are approximately two and one-half to three hours long. The specific lesson topics are Career Orientation, Jobs vs. Careers. Choosing a Career, Self-awareness and Responsibility. Student behavioral objectives are specified for each lesson.

The self-study job research consists of five hours of work. The objective is for program participants to research the particular vocational area in which they are interested under the guidance of the Center's instructor. Students use the commercial and teacher-prepared material resources to aid in their career research. Available resources include a variety of tapes, filmstrips, and books related to specific vocations.

In addition to the classroom instruction and the self-study job research, each participant receives individual counseling focused on assisting her in assessing her job-related interests and abilities. She is also informed about the vocational opportunities available in her probationary district. During the course of the week, the Kuder General Interest Survey is administered to aid in discovering career areas. At the end of the one-week time period, the instructor completes a written evaluation of the student's performance and each student completes a written evaluation of the effectiveness of the course.

EVALUATION

The written follow-up evaluation which each participant completes one month after finishing the program is aimed at assessing the effectiveness of the Career Development Center in preparing the participants for training or employment after they have left the program.

For other programs which address Prisoners see:

Program	Page
Career Planning Center, Inc. Los Angeles, California	3
Nassau County Women's Services Carle Place, New York	41
Rockland County Guidance Center for Women Nyack, New York	43
A Career Decision-Making Model Utilizing Adult Basic Education and Career Counseling for the Under/Unemployed Adult Huntsville, Alabama	61
Consumer Homemaking Program (ECHO) Hempstead, New York	89
Educational Information Resource Guide for Adults Madison, Wisconsin	125

PROGRAMS FOR THE HANDICAPPED

Jewish Vocational Service
Department of Career and Educational Counseling
454 William Street
East Orange, New Jersey 07017

PROGRAM GOALS Career decision-making; Job-getting and job maintenance skills; Entry or reentry into job-market/educational institutions; (Vocational counseling, evaluation, and adjustment training for the handicapped).

PROGRAM SIZE AND TARGET POPULATION The program serves about 650 people a year. Sixty percent are men. Eighty percent are white, 15% are black and 5% are Spanish-speaking. Participants come from the inner area of a large city and from all income ranges. Individuals are self-referred or referred by the program's own placement department, private practitioners, community agencies, or the veterans administration.

YEAR STARTED The program was established in 1939 by the Conference of Jewish Charities as the Community Employment Service of Essex County. It was reorganized in 1947 as the Jewish Vocational Service of Essex County.

STAFF Responsibility for operation of the program lies with 33 members of the Jewish community of Essex County. Serving on a rotating basis, these men and women administer the affairs of the agency, determine policy, oversee management, review expenditures and maintain the properties. Organized into standing committees, each operates in a particular aspect of the program's service projects. These include executive, placement, counseling, workshop and public relations committees.

The rest of the program staff consists of a number of trained and qualified teachers and counselors whose responsibility it is to provide a variety of closely coordinated basic services and special programs. Their duties include job counseling and placement, educational and vocational counseling, psychological testing and evaluation, personnel services, rehabilitation counseling, and training for the elderly and emotionally or physically handicapped.

FACILITIES, MATERIALS, EQUIPMENT Program activities take place either in their own facilities or those of other private, non-profit organizations in the community. By special arrangement with the New Jersey Department of Labor, the program is permitted to use their General Aptitude Test Battery materials and equipment. Other materials utilized include commercially available interest tests and occupational and career information from a variety of government and commercial sources, and standardized work samples.

MAJOR FEATURES Among its closely coordinated basic services, the program offers a job placement and counseling service, educational and vocational counseling, psychological testing services, a Work Adjustment Center, and an Opportunity Workshop. The primary responsibility of the job placement service is to obtain suitable jobs for nondisabled handicapped individuals of all faiths, and hard-to-place Jewish residents in the area. This requires a "selective placement" process including individual placement counseling for each client. Job counseling includes discussions of the individual's disability and job problems in order to help the individual to determine the most suitable job available and to assist her/him in obtaining and adjusting to her/his new job. A small number of nonhandicapped individuals are also served in placement. No fee is charged to either applicant or employer for this service.

The objective of the educational and vocational counseling services is to help individuals determine long-range career plans, through professional counseling. For high school students this service may include college planning and, for adults, training programs and vocational adjustment counseling. Fees for individual vocational and educational counseling are charged on a sliding scale. based on ability to pay. This service is available to all Jewish teenagers and adults of the metropolitan New Jersey service areas.

The objective of the Work Adjustment Center is to provide rehabilitation services for vocationally handicapped clients who need preliminary, protective work experience before venturing into private employment. Clients are usually referred to this program by a professional (such as a counselor, social worker, teacher or doctor) who has worked closely with the handicapped individual and has detailed knowledge of his/her problem and background. These professionals are kept informed and consulted throughout the work adjustment process which begins with a pre-vocational evaluation. This diagnostic study includes the entire intake process and initial staff analysis, a thorough review of the client's records, consultation with the referral source, an interview with the client, observation of his/her performance on work samples, and, when necessary, standard psychological testing. Based on this information, an evaluation team arrives at an estimation of the value, appropriateness and helpfulness of the service to the client. While the client is being evaluated and his/her rehabilitative program prescribed, s/he is challenged every morning for a period of four weeks by a combination of 30 standardized job samples, each of which provides a test in some way of his/her mental ability and manual skill. This technique is simultaneously a method of evaluation and of instruction as the client works under unobtrusive supervision and direction of staff specialists in a protected setting. The ratio of staff to client is kept at one to four or six and is meant to simulate real work.

The program's Opportunity Workshop does provide real work. Here the client punches a timeclock, is supervised by a production foreman, performs regular assigned duties and recieves wages. Overall supervision is still in the hands of the staff rehabilitation counselor. The clients receive wages for work obtained from private industry on contracts based on competitive bidding. An experienced field representative calls on business people for the purpose of giving work estimates. The Opportunity Workshop is combined with individual and group counseling sessions an unceasing search for jobs and further training opportunities, by the Placement Department, and follow-up services provided to both client and employer by a vocational counselor.

EVALUATION

The program has been widely recognized for its 36 years of valuable services to individuals and the community-at-large. Follow-up evaluations show a steady increase in the number of individuals effectively helped by program services. Of all those who reach the Opportunity Workshop, 60 to 70% either obtain work or advance to higher schooling.

For other programs which address the Handicapped see:

Program	Page
La Puente Valley Adult School-Valley Vocational Center City of Industry, California	65
Muskegon, Michigan	83
Home and Family Life Program Dallas, Texas	97
Educational Information Resource Guide for Adults Madison, Wisconsin	125

PROGRAMS FOR VETERANS

Veterans Career Workshop
Ferris State College
Big Rapids, Michigan 49307

PROGRAM GOALS

Career decision-making; Entry or reentry into educational institutions.

PROGRAM SIZE AND TARGET POPULATION

The program serves approximately 400 veterans per year, roughly 90% men and 10% women. Approximately 85% of the participants are white, 10% are black, and 5% are Spanish-speaking. They are drawn from all over the state of Michigan and most are from lower to middle-income levels.

Potential participants learn about the program through information available at state unemployment offices and veterans organizations, newspaper articles and advertisements, public service announcements on radio and television, and a program brochure which is sent to all recently discharged veterans residing in Michigan.

YEAR STARTED

The program was started by Ferris State College in January 1972.

STAFF

The Coordinator of Veterans Affairs is responsible for the administration of the week-long workshop including arrangements for housing and meals. The coordination of each workshop is the task of a student veteran who receives college credit for the work. He is responsible for setting up the weekly program, conducting tours, and scheduling speakers from the various schools which offer programs of particular interest to veterans. Other college representatives present information on financial aid, veteran benefits and admission procedures.

Aptitude and interest tests are administered by the Coordinator of Testing. Counseling sessions are set up for each veteran with members of the professional counseling staff. The counselors review the test results and assist the veteran in arriving at an appropriate vocational objective.

FACILITIES, MATERIALS, EQUIPMENT

All of the program activities take place on the Ferris State College campus. Materials used in the program include interest and aptitude tests, as well as a variety of information handouts prepared by the program staff.

MAJOR FEATURES

The program consists of a four-day workshop designed to assist each veteran to arrive at appropriate vocational objectives on the basis of her/his aptitudes and interests, and to map out plans for reaching those objectives. The workshop is offered at no cost to the veterans, and housing and meals are provided at one of the campus residence halls. There is a workshop every week that Ferris State College classes are in session, and all of the college's recreational facilities are available to the participants during their stay.

The emphasis of the workshop is on providing first-hand experience of the occupational programs which are available at Ferris State. Representatives from the different schools give brief orientation speeches, and then participants are invited to visit classrooms and laboratories to see for themselves what the various occupational education programs are like.

Participants also receive vocational preference and aptitude testing; at least one and a half hours of individual counseling; and information on veterans' benefits, Ferris State College admissions procedures and services offered (e.g., a High School Completion Program, tutorial assistance, and various forms of financial aid); and career opportunities in general. The individual counseling is aimed at helping participants set specific vocational objectives for themselves and determine the best means of achieving those objectives.

EVALUATION

The program appears to be very successful. Each participant completes an evaluation form at the end of the workshop, and follow-up evaluations are conducted by mail. In addition, an evaluation was prepared by Michigan State University through a grant from the Office of Educational Opportunity. Of veterans who attend the workshop, close to 40% make a direct commitment to enter some type of educational program. Approximately 30% enroll at Ferris State. Some go into on-the-job training programs, and some have entered schools in states other than Michigan where special curricula are offered.

For other programs which address Veterans see:

Program	Page
Watts Skill Center Los Angeles, California	67
Career Planning Center Santa Ana, California	75
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PROGRAMS FOR A GENERAL ADULT AUDIENCE

Career Education for Adults

Auburn University
Auburn, Alabama 36830

PROGRAM GOALS	Survival skills.
PROGRAM SIZE AND TARGET POPULATION	The program is aimed at all income level adults in Adult Basic Education classes. Approximately 1500 people have used the program to date. It can be used in both urban and rural settings, and with any ethnic group.
YEAR STARTED	In August 1973, Auburn University held the first Institute in Alabama devoted to the topic of career education for adults. The major purpose of the Institute was to produce instructional modules based on tasks identified as being important to adults in the nationally-oriented Adult Performance Level Study conducted previously at the University of Texas. The modules were field tested during September 1973-May 1974. In August 1974, Auburn University held a second Institute, to revise the modules under a grant its Adult Education Department received from the Alabama State Department of Education, Adult Basic Education, and the U.S. Office of Education. The program consists of the revised modules.
STAFF	Production of the modules was a cooperative effort of Auburn University, Vocational and Adult Education Department; and the Alabama State Department of Education, Adult Basic Education Division. Adult Basic Education instructors from Alabama and other parts of the country participated in the design and revision of the materials, based on their knowledge of the interests of ABE learners. At least one ABE instructor is required for each group of participants, which can range from an individual student to an entire class. The instructor is responsible for collecting the resource materials needed in conducting the module activities, contacting community resource people to speak on related topics, and guiding the students through the various learning sections.
FACILITIES, MATERIALS, EQUIPMENT	The program can be used in any setting, although a classroom would be the typical location. The modules themselves comprise the basic learning materials; they are contained in a Mini-Packet which is available from the Project Director, Career Education for Adults, Vocational and Adult Education Department, Auburn University. Resource materials required by the modules include basic education texts; government, health, and consumer education pamphlets; magazines and newspapers; occupational information resources; filmstrips; and instructor-prepared questionnaires and other handouts.
MAJOR FEATURES	The program is designed to help ABE learners acquire knowledge and skills necessary for adequate problem-solving and coping in various life situations. It consists of five separate modules in the knowledge areas of Community Resources, Consumer Economics,

Government and Law, Occupational Information, and Health. For each knowledge area, there is one overall *instructional goal* related to a general understanding of the area covered, and a set of *performance objectives* related to the attainment of that goal. For each performance objective, there are one or more *enabling objectives* (learning tasks) designed to help the learner attain the competencies specified by the performance objective. The instructor may use any or all of the tasks as desired. The module for each knowledge area also contains a list of the specific teacher activities, learner activities, and resources required for each learning task.

The modules are designed for ABE Level 1 learners, but they include sections of Advanced Enabling Objectives for use by instructors who deem them appropriate for their particular students.

EVALUATION

In addition to the 1973-74 field testing, the modules were evaluated in writing by the participants in the 1974 Adult Basic Education Institute at Auburn University. This evaluation included assessments of the learners' interest and accomplishments; and the effectiveness of the instructor activities, learner activities, and module resources.

Curricular-Career Information Service (CCIS)
109 Bryan Hall
Florida State University
Tallahassee, Florida 32306

PROGRAM GOALS

Career Decision-Making

PROGRAM SIZE AND TARGET POPULATION

The Curricular-Career Information Service (CCIS) was developed to meet the career planning needs of college students. It is a completely voluntary drop-in service which students use at their convenience. Approximately 3000 individuals make use of CCIS each year. Fifty-five percent of these are female and 45% are male.

YEAR STARTED

The program was developed and pilot tested in 1972. It began a continuing service in 1973.

STAFF

The CCIS is a part of Career Development Services under the office of Student Educational Services at Florida State University. The staff consists of a half-time project director, a full-time career guidance specialist; two half-time graduate assistants working on the acquisition of information materials and the development of visuals for the slide-tapes; a secretary; and 3-5 graduate interns who work as proctors. The proctors are given training in the materials available in CCIS, referral resources available, and how to deal with questions students bring to CCIS. CCIS is alternately proctored by the various staff members. Proctors perform the following functions to assist students in using CCIS:

a. Greet the students who enter.
b. Explain the purposes of CCIS, what is available and how to use it.
c. Help students select an appropriate module or other materials for beginning the program.
d. Demonstrate the use of the audiovisual equipment.
e. Explain the cataloging system.
f. Help students select appropriate additional activities.
g. Refer students who need additional help to services such as the University Counseling Center.
h. Encourage students to fill out evaluation forms.

FACILITIES, MATERIALS, EQUIPMENT

The CCIS is located at two sites on the Florida State University Campus. These sites include reading areas, a storage area and an equipment room. The locations are equipped with book and display shelves as well as multimedia-equipped carrels. The program makes extensive use of multimedia materials which are primarily self-help in nature and not dependent on the availability of trained professional counselors.

The heart of the program is a series of five self-instructional modules, each of which presents a variety of activities which can be used to meet the objectives of the modules. In addition to the modules, CCIS has an extensive library of books, pamphlets, and other materials. It also makes use of audio and video cassette tapes focusing on the major purposes of the program. There are an estimated 7,000 pieces of information located in CCIS, and these materials are indexed and cross-referenced in a card catalog.

MAJOR FEATURES

The CCIS can best be described as an outreach, self-help, multimedia based program. The service is available to all students. They spend an average of 40 minutes per contact in the center, although perhaps 10 to 15 percent of the individuals spend as many as 6 hours in the center. The centers are open weekdays and evenings and at specified times on the weekend for a total of 60 hours each week. The major purposes of the program are to enable students to:

1. describe mistakes and problems in career planning among college students;
2. use a theoretical model for career decision-making in developing their own career plans;
3. identify their primary areas of academic and career interest early in their college years;
4. locate and use information relevant to their most important academic/career alternatives;
5. identify university and community resources available for assistance in the development of academic/career plans; and
6. improve their employability skills.

Students are able to reach these goals by progressing through one or more of the self-instructional modules. The titles of these modules are: I. CCIS Introduction, II. Guidelines for Career Decision Making, III. Self-Assessment, IV. Information Sources, V. Campus and Community Resources, and VI. The Job Campaign. Each Module begins with a pre-assessment which lets the participant know whether the module would be useful to her/him. It then lists some alternative activities and participants may engage in as many of them as they choose. After completing a module the participant may move on to the next one in the series or exit from the system. Tape-slide productions are incorporated into three of the five modules, and the module on self-assessment allows students to take Holland's Self-Directed Search. Other activities which are incorporated into the modules include readings from selected articles and essays in career development, similated video-tape interviews between students and faculty regarding academic programs, and referral information about sources of specialized assistance for career development.

The entire system teaches and is based on a career decision making model which involves the following steps: 1. State the problem, 2. Identify alternatives, 3. Predict Outcome, 4. Assign Values, and 5. Compare alternatives and choose.

EVALUATION

A product evaluation was conducted five months after the program was started. Results showed that CCIS users were better able to identify and use university resources for their personal career development than non CCIS users. CCIS users also indicated they learned more about the career decision making process.

Two follow-up surveys have been conducted since the program has become operational. Results show that users are highly satisfied with the services provided and plan to return to CCIS in the future as their career planning needs continue to unfold.

Educational and Career Planning Group
Office of Counseling and Placement
Kennesaw Junior College
Marietta, Georgia 30061

PROGRAM GOALS Career decision-making; Entry or reentry into educational institutions/job market; Personal growth.

PROGRAM SIZE AND TARGET POPULATION The program serves about 100 middle-income individuals a year. Sixty-five percent of the participants are women and 95% are white. Participants are self-referred on the basis of advertisements in the college community.

YEAR STARTED The program was started in the fall of 1973 by the Kennesaw Junior College Office of Counseling and Placement.

STAFF The program staff consists of three trained and qualified guidance counselors whose duty it is to conduct short-term (six sessions) counseling groups designed to assist participants in planning their academic programs and clarifying their future career directions. Program staff must possess individual and group counseling skills and be able to assist participants in working through a systematically designed decision-making series which includes administration and interpretation of occupation and interest inventories.

FACILITIES, MATERIALS, EQUIPMENT Program activities take place in community, business and industry facilities as well as in group counseling rooms at the college. Materials utilized include commercially available inventories and filmstrips, student-prepared cassette tapes, and the counselor-prepared Vocational Decision-Making Series.

MAJOR FEATURES The goals of the program are to help participants learn more about 1) their personal and academic strengths; 2) their educational and career interest patterns; 3) their personality traits and lifestyle preferences; and 4) the variety of college majors available at the junior college which can lead to future career opportunities.

Participants are encouraged to learn from other students in the group sessions. During these sessions, they have an opportunity to take various types of psychological inventories designed to measure interests, abilities, life goals, and personality traits. Participants also engage in a variety of group activities designed to create self-awareness and further the career decision-making process. Approximately 15 hours are spent in group sessions.

Another 15 hours is devoted to making use of the programmed self-instructional materials in the Vocational Decision-Making Series. The series consists of a survey of vocational literature and three programmed booklets. Booklet I, "Life Style", deals with the factors of marital plans, socio-economic status and financial resources. Booklet II, "Assessing Present Strengths", is divided into three subsections. The first section deals with the factors of ability and achievement, and study time and efficiency; the second with interests and personality; and the third with factors of race and sex, leisure experiences and work experience. The purpose of Booklets I and II is to help the participants become aware of their personal attributes and how these are incorporated in the career planning process. Booklet III, "Putting It All Together", includes a discussion of opinions of self and others; occupations for investigation, integration and evaluation; choice of plan of action; taking action on plans; and clarification and review of plans. This booklet is designed as a synthesis of all the factors involved in career decision-making and is intended to guide the participant toward taking action on her/his plans. At the end of each section, the participant answers questions that serve as a review of the previous material.

EVALUATION

Evaluation conducted on the basis of staff observation and participant reports and questionnaires indicates overall success and satisfaction with the program. Certain group exercises are still being changed and there is some indication of the desirability of an initial individual interview session to better assess participant readiness for the programmed self-instructional materials.

Educational Exchange of Greater Boston
17 Dunster Street
Cambridge, Massachusetts 02138

PROGRAM GOALS

Entry or reentry into educational institutions; Career decision-making; Flexible careers/schooling.

PROGRAM SIZE AND TARGET POPULATION

The program serves about 9,000 individuals a year from in and around Boston. It serves men and women equally, from all different ethnic and economic backgrounds. Clients are referred by many social agencies, schools, personnel managers, guidance officers, clergy, physicians, probation officers, libraries, and professional people. Many are self-referred on the basis of newspaper articles and editorials and free radio and television publicity, plus word of mouth referrals from former clients and friends.

YEAR STARTED

This program is an outgrowth of the Propsect Union Association which was established in 1891 and began serving as a clearinghouse for adult education in the greater Boston area in 1923. It is supported by monies gained from an original trust fund, private donations, and the sale of its catalog of educational opportunities for adults.

STAFF

The program is administered by a board of directors, a group of administrative officers, and an executive director. It is staffed by an unspecified number of counselors and clerical personnel.

The staff is responsible for researching schools for adults, publishing an annual catalog of approved schools and reliable educational opportunities in the greater Boston area, and helping men and women with their educational problems by providing free information and counseling.

FACILITIES, MATERIALS, EQUIPMENT

The program maintains its offices in a permanent business facility in Cambridge. At the heart of the program is its annual publication "Educational Opportunities of Greater Boston," which contains full information on some 220 schools for adults.

MAJOR FEATURES

The program was developed to serve as a clearinghouse in adult education, to help people choose among the many courses available. Its goal is to investigate schools for adults, steer men and women to reliable schools and educational programs, and to provide unbiased information about educational opportunities in the area

In addition to general information on schools, the catalog compiled and published by the program lists some 6,000 day and evening courses offered by public and private schools in the area. It contains an index showing a variety of courses available in the Arts, Crafts, Business, Trades, Languages, Engineering, Homemaking, Social Sciences, Recreation and other fields. A special section provides general school information, e.g., addresses, telephone numbers, fees, diplomas, and degrees. The catalog is sold at printing cost, and is bought by major industries, firms, libraries, social agencies, universities, schools, and other groups, as well as by individuals. In order to insure unbiased service, schools do not pay for being listed in the catalog.

The program also offers educational counseling and information services to individuals free of charge, whether by personal contact, telephone, or letter. This service provides individualized attention to client needs and, while the program does not provide testing services, it is able to refer clients to agencies that do.

EVALUATION

The program has had favorable evaluations in follow-up studies and from the community-at-large for many years. The most frequent criticism of the program has concerned a lack of advertising regarding the program.

Duluth Skill Center
1600 London Road
Duluth, Minnesota 55812

PROGRAM GOALS Vocational skill training; Job-getting and job-maintenance skills.

PROGRAM SIZE AND TARGET POPULATION The program serves disadvantaged, low income adults. Approximately 350 people participate in the program each year. Half of the participants are women, half are men, and approximately 96% are white.

The Center is financially supported by the Minnesota Department of Employment Services, the Concentrated Employment Program (CEP), the Work Incentive Program (WIN), and the Northeast Regional Corrections Center (NRCC). These agencies select and refer participants for training at the Center. The following conditions are typical of most of the participants: not currently enrolled in a full-time school program, and lacking the financial resources to pursue an educational program independently.

YEAR STARTED The Center is an outgrowth of an adult basic education program established in 1965 by the Duluth Public Schools under the Manpower Development and Training Act. Since 1968 the program has been known as the Duluth Skill Center.

STAFF The Center is administered by the Duluth Board of Education. The office staff consists of a director, clerical and administrative support personnel, a counselor, and a social worker/assistant director. In addition to regular administrative duties, these individuals have responsibility for coordinating a number of support services which are provided either at the Center or through referral to other community agencies.

The instructional staff consists of two groups, one in General Education and one in Vocational Education. The four General Education staff members are responsible for providing instruction in the areas of Basic Education (basic literacy, communications, and math skills) and Pre-Vocational Training. In the area of Pre-Vocational Training, their main objective is to provide an opportunity for each trainee to explore one or more occupational clusters in the process of making a specific occupational choice. A half-time work-evaluator is primarily responsible for facilitating an accurate evaluation of each participant's ability in the various skill clusters.

The Vocational Education staff consists of seven individuals who provide occupational skills training in the following areas: clerical occupations, combination welding, and food preparation and service. There are also an instructor/coordinator and two assistant instructors assigned to the Medical Laboratory Assistant program.

In addition, the Minnesota Department of Employment Services assigns an Employment Counselor and a Placement Specialist to work with the Skill Center staff. The Employment Counselor is responsible for assisting students in developing vocational objectives and implementing plans for further training. With Skill Center staff, this person also counsels students who have problems which are affecting their training progress. The Placement Specialist works with students who are nearing completion of their training and is responsible for assisting them in locating and securing suitable employment, including application, interview, placement and follow-up assistance.

FACILITIES, MATERIALS, EQUIPMENT

All of the Skill Center programs are located in the Center's own building, except for the Medical Laboratory Assistant program which is located at the Duluth Area Vocational-Technical Institute. Academic instructional materials used include teaching machines; individualized, programmed materials; and adult-oriented texts. Both commercial and teacher-prepared materials are used. Vocational training materials and equipment are primarily commercial, including welding machines, typewriters, food preparation equipment, and medical laboratory equipment.

MAJOR FEATURES

The Duluth Skill Center is a pre-vocational and occupational skills training program whose objective is to provide its students with the opportunity to develop the skills and work habits necessary for them to secure and maintain satisfactory employment. The Center itself does not select students for enrollment in any of its programs; the individual referral agencies determine which programs are most suitable for the specific needs and occupational goals of each of the students they refer. In the General Education program, every attempt is made to relate the academic work to the student's planned occupational field. Class size is held to a maximum of 15, in order to provide as much individual attention as possible, and students progress at their own rate of speed.

Instructors evaluate student progress throughout the training period on the basis of specific performance objectives for each occupational skill area. When it is decided that a student is ready for entry level employment, she/he is referred to an appropriate agency (not necessarily the original referral agency) for placement services.

In addition to instruction programs, a variety of supportive services are offered either at the Skill Center or through referral to other community agencies. These services include achievement, interest, and attitude testing; assistance in locating housing; legal and health services; consumer education; home economics and management; financial planning and management; and both group and individual vocational and family counseling. In most cases, the provision of the supportive services is coordinated with the counselor from the participant's referral agency. The referral agencies pay the initial costs of tuition, textbooks, and other training materials. These agencies also determine the eligibility of students for subsistence or other types of financial aid (e.g., under the Manpower Development and Training Act or the G.I. Bill). All of the Skill Center's programs have been approved by the Veterans Administration for the training of eligible veterans.

EVALUATION

The Center is evaluated annually by a federal evaluation team, and has successfully passed its evaluation each year. All aspects of the various programs are examined during the evaluation, including instructor preparation and qualifications as well as numbers and types of job placements.

Career Decision Making
Career Resources Center
Butler County Community College
College Drive, Oak Hills
Butler, Pennsylvania 16001

PROGRAM GOALS Career decision-making.

PROGRAM SIZE AND TARGET POPULATION The program serves approximately 250 people per year, 80% women and 20% men. Almost all of the participants are white. They are drawn primarily from middle income levels in the small city of Butler.

The program is open both to students and to anyone from the community at large. Participants learn about the program through college bulletins, the local news media, or word-of-mouth. There are no prerequisites for enrollment.

YEAR STARTED The program was started in 1974 by the newly established Career Resource Center at Butler County Community College.

STAFF Administration of the program is handled by the Director of the Career Resource Center, who is also a member of the college's counseling staff. In addition to organizing and structuring the program, he also serves as a program instructor. A second counselor has been hired for the Career Resource Center to teach career decision-making skills and serve in a general counseling capacity. Instructional responsibilities include group leadership and the design of group activities, teaching the process of decision-making, directing students to information sources, interest and aptitude test interpretation, and conducting individual counseling sessions with students upon request. The Center also has the services of a secretary who performs the clerical and business tasks in addition to assisting students in the selection and use of career resource materials.

FACILITIES, MATERIALS, EQUIPMENT The program classes take place in a conference room at the Career Resource Center, which is located in the Student Services Building on the college campus. Individual counseling takes place at the college's Counseling Center. Materials used in the program include commercial interest and aptitude tests, career information resources, and teacher-prepared handouts and student exercises.

MAJOR FEATURES The program consists of a six-unit, eight-day workshop designed to teach career decision-making to groups of eight to twelve people at a time. Each unit lasts approximately three hours, with the exception of the second unit, which covers nine hours over the course of three days. Participants are required to perform daily homework assignments that provide the beginning focus for the next day's workshop.

Unit I: Decision-Making, provides an overview of the workshop program, an introduction to the Career Resource Center, a discussion of the rationale for career decision-making, and a series of decision-making exercises. The participants then establish the goals they hope to achieve during the workshop. Unit II: Self Awareness, consists of a series of exercises designed to help participants clarify and develop an understanding of their values, needs, personality, and self-concept.

The goal of this self-exploration is for participants to discover their strongest personal and vocational assets which they can use in planning a successful career. Unit III: Vocational Exploration, includes instruction and exercises designed to help participants gain a better understanding of the world of work by developing skills related to collecting, evaluating, and using occupational information. Unit IV: Narrowing of Vocational Choice, focuses on helping participants integrate their self-assessment and occupational information in order to arrive at tentative career choices. Participants complete comprehensive studies of their tentative career choices to select the occupational fields that appear to have the highest probability of permitting them to experience vocational success and personal satisfaction. Unit V: Strategy, focuses on developing skills for choosing alternatives and actions most likely to lead to desired outcomes. Unit VI: Plan of Action, helps participants develop a plan for executing the specific behaviors that are necessary in order to accomplish their goals. Each participant reports to the group on the specific plan of action s/he has developed.

Individual counseling is available as needed throughout the workshop, and the services of the counseling staff and the Career Resource Center are available to participants even after completing the workshop. Segments of the program have been integrated into course offerings in the Business Department. Plans are to have the program developed into a course for college credit beginning the fall semester 1976. Other services offered by the Career Resource Center include a library of career information materials (including films, sound filmstrips, and audio cassettes); and a job readiness program for students enrolled in Nursing, Business and technical programs, which teaches such skills as resumé-writing and effective job interviewing techniques.

EVALUATION

Participants review the objectives they identified at the end of Unit I to determine if their expectations from the program were realized. If increased skills in a particular area are desired, arrangements are made with the group leader to accomplish this objective on an individual basis. A written evaluation is completed at the end of the workshop to evaluate the program content, process used and group leader's role in teaching career decision-making skills. The majority of the responses indicate that the materials used, the group exercises, and the overall process employed in the workshop are effective in meeting the program's objectives and in developing career decision-making skills. A follow-up study after one year revealed that the career goal established during the workshop remained unchanged for approximately 90% of the participants.

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AS A MAJOR PROGRAM GOAL

The focus of programs with this goal is resume writing, completing applications, and learning interviewing techniques (i.e., job-getting) and on developing good work habits and attitudes (i.e., job-maintenance).

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PROGRAMS WITH CAREER DECISION-MAKING AS A MAJOR PROGRAM GOAL

Programs with this as a goal help the participant acquire actual decision-making skills which apply to all areas of life and particularly to a vocational choice. They often have career exploration and awareness components.

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Los Angeles, California 3

New Directions for Women
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Marietta, Georgia 175

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PROGRAMS WITH VOCATIONAL SKILL TRAINING AS A MAJOR PROGRAM GOAL

These programs provide actual training for various occupations. However, the survey excluded programs which gave skill training only. In order to be included, a skill training program must also have had a component which helped individuals select the most suitable training area or which helped them develop job-getting and job-maintenance skills.

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Jackson Community College Prison Program
Jackson, Michigan 151

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PROGRAMS WITH SURVIVAL SKILLS AS A MAJOR PROGRAM GOAL

These programs teach money management and budgeting, income tax filing, health care, nutrition, legal rights, use of community agencies and resources and/or other similar skills which help an individual cope with or survive in society.

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PROGRAMS WITH FLEXIBLE CAREERS/SCHOOLING
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This goal area includes programs in which the traditional structure of an organization or institution is changed or reorganized to facilitate adults' career development.

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